

AGENDA

State Board of Education

April 10, 2026

STATE BOARD OF EDUCATION

(January 2025)

(State Board for Career and Technology Education)

AARON KINSEY, Midland
Chair of the State Board of Education
District 15

PAM LITTLE, Fairview
Vice Chair of the State Board of Education
District 12

WILL HICKMAN, Houston
Secretary of the State Board of Education
District 6

Board Members

GUSTAVO REVELES, El Paso
District 1

AUDREY YOUNG, Trinity
District 8

LJ FRANCIS, Corpus Christi
District 2

KEVEN ELLIS, Lufkin
District 9

MARISA PEREZ-DIAZ, San Antonio
District 3

TOM MAYNARD, Florence
District 10

STACI CHILDS, Houston
District 4

BRANDON HALL, Aledo
District 11

REBECCA BELL-METEREAU
San Marcos, District 5

TIFFANY CLARK, DeSoto
District 13

JULIE PICKREN, Pearland
District 7

EVELYN BROOKS, Frisco
District 14

Committees of the State Board of Education
(updated January 2025)

INSTRUCTION

Audrey Young-Chair
Evelyn Brooks-Vice Chair
Rebecca Bell-Metereau
Pam Little
Gustavo Reveles

SCHOOL FINANCE/PERMANENT SCHOOL FUND

Tom Maynard-Chair
Marisa Perez-Diaz-Vice Chair
Keven Ellis
Will Hickman
Aaron Kinsey

SCHOOL INITIATIVES

LJ Francis-Chair
Julie Pickren-Vice Chair
Staci Childs
Tiffany Clark
Brandon Hall

April 10, 2026

State Board of Education
Austin, Texas

I certify that this is the official agenda of the State Board of Education for its meeting on April 7-10, 2026. Agenda items have been prepared and reviewed by Texas Education Agency staff and are presented for the board's discussion and consideration. Where appropriate, I have proposed an action.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Mike Morath', with a stylized, sweeping flourish at the end.

Mike Morath
Commissioner of Education

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**Barbara Jordan Building
1601 N. Congress Avenue, Austin, Texas 78701**

SCHEDULE AND AGENDAS

**Committees and Board
State Board of Education, Austin, Texas**

Meeting Times April 7-10, 2026	
<u>Tuesday, April 7, 2026</u>	
8:00 a.m.	Committee of the Full Board (Room 2.034)
<u>Wednesday, April 8, 2026</u>	
9:00 a.m.	Committee of the Full Board (Room 2.034)
<u>Thursday, April 9, 2026</u>	
9:00 a.m.	Committee on Instruction (Room 2.029)
9:00 a.m.	Committee on School Finance/Permanent School Fund (Room 2.034)
8:00 a.m.	Committee on School Initiatives (Room 2.035)
<u>Friday, April 10, 2026</u>	
8:45 a.m.	General Meeting (Room 2.034)

If the Committee of the Full Board does not complete its meeting on Tuesday, it will resume its meeting on Wednesday, Thursday, or Friday. If the Committee of the Full Board does not complete its agenda on Wednesday, it will resume its meeting on Thursday or Friday. If the Committee on Instruction does not complete its meeting on Thursday, it will resume its meeting on Friday. If the Committee on School Finance/Permanent School Fund does not complete its agenda Thursday, it will resume its meeting on Friday. If the Committee on School Initiatives does not complete its agenda Thursday, it will resume its meeting on Friday.

NOTE: The chair may permit the board to take up and discuss any of the discussion items on a committee agenda, including hearing any invited presentations to a committee, based upon a recommendation from the committee or inability of the committee to complete its agenda on a preceding day.

The SBOE or a committee of the SBOE may conduct a closed meeting on any agenda item in accordance with Texas Open Meetings Act, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

A quorum of the PSF Corporation Board of Directors (PSF Board) may attend this meeting. The Texas PSF Board will not convene at this time. PSF Board members will act on behalf of the State Board of Education (SBOE) in their statutory role as SBOE Members and will solely deliberate and act on SBOE matters.

The agenda is on the State Board of Education website at [Meeting Agenda-Current | State Board of Education](#). The posted information contains links to board action items including rule items and rule text, and selected discussion items. Public comments on proposed rules may be submitted electronically. All agenda items and rule text are subject to change at any time prior to each board meeting. To the extent possible, copies of changes made after the agenda and the schedule are published will be available at the board meeting.

**TUESDAY
April 7, 2026**

8:00 a.m.

COMMITTEE OF THE FULL BOARD – Room 2.034

Public testimony – Individual testimony will be taken at the time the related item comes up for committee discussion or action. The procedures for public testimony at State Board of Education committee meetings and general board meetings are provided in SBOE [Operating Rules](#).

- 1. Proposed New 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter A, Elementary, §110.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §110.30 Literary Works Lists, Grades 6-8, Adopted 2026; and Subchapter C, High School, §110.70, Literary Works Lists, High School, Adopted 2026; and Proposed New 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter A, Elementary, §128.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §128.30, Literary Works Lists, Grades 6 and English Learners Language Arts (ELLA), Grade 7 and 8, Adopted 2026; and Subchapter C, High School, §128.70, Literary Works Lists, High School, Adopted 2026**
(First Reading and Filing Authorization)
([Board agenda page I-1](#))

**COMMITTEE - ACTION
SBOE - ACTION**

This item presents for first reading and filing authorization proposed new 19 Texas Administrative Code (TAC) Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter A, Elementary, §110.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §110.30 Literary Works Lists, Grades 6-8, Adopted 2026; and Subchapter C, High School, §110.70, Literary Works Lists, High School, Adopted 2026; and proposed new 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter A, Elementary, §128.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §128.30, Literary Works Lists, Grades 6 and English Learners Language Arts (ELLA), Grades 7 and 8, Adopted 2026; and Subchapter C, High School, §128.70, Literary Works Lists, High School, Adopted 2026. The proposed new sections would add lists of literary works to be taught in each grade level as required by House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023. Statutory authority is the Texas Education Code (TEC), §28.002(c-4), as added by HB 1605, 88th Texas Legislature, Regular Session, 2023.

COMMITTEE OF THE FULL BOARD (continued)

2. **Discussion of Instructional Materials Review and Approval Quality Rubric for Full-Subject, Tier-One Languages Other Than English Grades K–12**
(Board agenda page I-59)

COMMITTEE - DISCUSSION
SBOE - NO ACTION

This item provides an opportunity for staff to present a draft of the Instructional Materials Review and Approval (IMRA) Cycle 2027 quality rubrics for full-subject, tier-one, instructional materials for Languages Other than English (LOTE) grades K–12. Statutory authority is the Texas Education Code (TEC), §§31.003(a), 31.022, and 31.023.

3. **Public Hearing on Proposed New 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Social Studies Courses**
(Board agenda page I-73)

COMMITTEE - DISCUSSION
SBOE - NO ACTION

A public hearing before the State Board of Education (SBOE) is scheduled for Tuesday, April 7, 2026. Testimony will be presented regarding proposed new 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Social Studies Courses. In accordance with SBOE operating procedures, oral testimony will be limited to two minutes per person. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4); 28.002(a), (c), (h-3), and (h-11); and 28.025(a) and (b-24).

COMMITTEE OF THE FULL BOARD (continued)

4. **Proposed New 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Social Studies Courses**
(First Reading and Filing Authorization)
([Board agenda page I-76](#))

COMMITTEE - ACTION
SBOE - ACTION

This item presents for first reading and filing authorization proposed new 19 Texas Administrative Code (TAC) Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Social Studies Courses. The proposed new Texas Essential Knowledge and Skills (TEKS) would update the social studies standards and implement House Bill (HB) 27, HB 824, and Senate Bill (SB) 24, 89th Texas Legislature, Regular Session, 2025. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4); 28.002(a), (c), (h-3), as added by HB 824, 89th Texas Legislature, Regular Session, 2025; (h-11), as added by SB 24, 89th Texas Legislature, Regular Session, 2025; and 28.025(a) and (b-24), as added by HB 27, 89th Texas Legislature, Regular Session, 2025.

WEDNESDAY
April 8, 2026

9:00 a.m.

COMMITTEE OF THE FULL BOARD – Room 2.034

Public testimony – Individual testimony will be taken at the time the related item comes up for committee discussion or action. The procedures for public testimony at State Board of Education committee meetings and general board meetings are provided in SBOE [Operating Rules](#).

1. Commissioner's Comments
(Board agenda page I-218)

COMMITTEE - DISCUSSION
SBOE - NO ACTION

This item provides an opportunity for the board to be briefed on current agenda items, agency operations, policy implementation, and public education-related legislation.

2. Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3 Description of a Required Secondary Curriculum
(Second Reading and Final Adoption)
(Board agenda page I-219)

COMMITTEE - ACTION
SBOE - ACTION

This item presents for second reading and final adoption a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum. The proposed amendment would update the list of high school courses for personal financial literacy and economics that are required to be offered to students to align with the requirements of House Bill (HB) 27, 89th Texas Legislature, Regular Session, 2025. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4), 28.002(a), and 28.025(b-1).

COMMITTEE OF THE FULL BOARD (continued)

3. **Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements, and §74.12, Foundation High School Program (Second Reading and Final Adoption) (Board agenda page I-223)**

**COMMITTEE - ACTION
SBOE - ACTION**

This item presents for second reading and final adoption proposed amendments to 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements, and §74.12, Foundation High School Program. The proposed amendments would update high school graduation requirements to align with House Bill (HB) 27, 89th Texas Legislature, Regular Session, 2025, related to personal financial literacy, and Senate Bill (SB) 2314, 89th Texas Legislature, Regular Session, 2025, related to the Texas Higher Education Coordinating Board (THECB) direct admission program. Changes are recommended since published as proposed. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4), 28.025(a); (b-1)(4); (b-24), as added by HB 27, 89th Texas Legislature, Regular Session, 2025; and (c)(1); and 28.0257, as amended by SB 2314, 89th Texas Legislature, Regular Session, 2025.

4. **Approval of Required Parental Rights Training for District Trustees (Board agenda page I-238)**

**COMMITTEE - ACTION
SBOE - ACTION**

Senate Bill 204, passed by the 89th Texas Legislature, Regular Session, 2025, requires the State Board of Education (SBOE) to require a trustee to complete training on the rights of a parent regarding the education of the parent's child. The SBOE, with assistance from the agency, must develop the curriculum and materials for the training. This item provides an opportunity for the board to approve the parental rights training curriculum developed by the SBOE, with assistance from the agency. Statutory authority is the Texas Education Code (TEC), §11.159(b-2), as added by SB 204, 89th Texas Legislature, Regular Session, 2025.

COMMITTEE OF THE FULL BOARD (continued)

5. **Proposed new 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.4 Parental Rights Training for School Board Members (Second Reading and Final Adoption)**
(Board agenda page I-363)

COMMITTEE - ACTION
SBOE - ACTION

This item presents for second reading and final adoption proposed new 19 Texas Administrative Code (TAC), Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.4, Parental Rights Training for School Board Members. The proposed new rule would reflect changes made by Senate Bill (SB) 204, 89th Texas Legislature, 2025, to the State Board of Education's (SBOE's) duty to provide training courses for independent school district trustees. Statutory authority is the Texas Education Code (TEC), §11.159(b-2), as added by SB 204, 89th Texas Legislature, Regular Session, 2025.

6. **Discussion of Pending Litigation**
(Board agenda page I-369)

COMMITTEE - DISCUSSION
SBOE - NO ACTION

The State Board of Education (SBOE) may enter into executive session in accordance with the Texas Government Code, §551.071(1)(A), to discuss pending and contemplated litigation with the general counsel, legal staff, and, if necessary, attorney(s) from the Attorney General's Office. The Committee of the Full Board will meet in a room (to be determined) to discuss this item.

THURSDAY
April 9, 2026
9:00 a.m.

COMMITTEE ON INSTRUCTION – Room 2.029

Members: Audrey Young, chair; Evelyn Brooks, vice chair; Rebecca Bell-Metereau; Pam Little; and Gustavo Reveles. A quorum of the State Board of Education may attend the committee meeting and discuss items on the committee agenda.

Public testimony – Individual testimony will be taken at the time the related item comes up for committee discussion or action. The procedures for public testimony at State Board of Education committee meetings and general board meetings are provided in SBOE [Operating Rules](#).

- 1. Adoption of Review of 19 TAC Chapter 89, Adaptations for Special Populations (Adoption of Review) ([Board agenda page II-1](#))**

**COMMITTEE - ACTION
SBOE - CONSENT**

Texas Government Code, §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board of Education (SBOE) rules. This item presents the adoption of the review of 19 Texas Administrative Code (TAC) Chapter 89, Adaptations for Special Populations. The rules being reviewed relate to gifted/talented education, Texas certificate of high school equivalency, and special education services and settings. The statutory authority for the rule review is TGC, §2001.039. The statutory authority for 19 TAC Chapter 89, Subchapter A, is Texas Education Code (TEC), §§29.121; 29.122; 29.123; 39.236; and 48.109; for Subchapter C is TEC, §7.111; and for Subchapter D is TEC, §30.003 and §30.004, as amended by House Bill (HB) 2 and Senate Bill (SB) 568, 89th Texas Legislature, Regular Session, 2025.

- 2. Discussion of Proposed Repeal of 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter D, Special Education Services and Settings, §89.62, Support of Students Enrolled in the Texas School for the Blind and Visually Impaired and Texas School for the Deaf ([Board agenda page II-4](#))**

**COMMITTEE – DISCUSSION
SBOE – NO ACTION**

This item provides the opportunity for the committee to discuss the proposed repeal of 19 Texas Administrative Code (TAC) Chapter 89, Adaptations for Special Populations, Subchapter D, Special Education Services and Settings, §89.62, Support of Students Enrolled in the Texas School for the Blind and Visually Impaired and Texas School for the Deaf. The proposal would repeal §89.62 as the State Board of Education's (SBOE's) statutory authority for the rule was removed by House Bill (HB) 2 and Senate Bill (SB) 568, 89th Texas Legislature, Regular Session, 2025. Statutory authority is the Texas Education Code (TEC), §30.003 and §30.004, as amended by HB 2 and SB 568, 89th Texas Legislature, Regular Session, 2025.

COMMITTEE ON INSTRUCTION (continued)

**3. Action Regarding Innovative Courses
(Board agenda page II-6)**

**COMMITTEE – ACTION
SBOE – ACTION**

This item provides an opportunity for the committee to take action on possible sunset of certain innovative courses that meet certain criteria established in 19 Texas Administrative Code (TAC) §74.27, Innovative Courses and Programs, and to add or adjust expiration dates for currently approved innovative courses as necessary. Statutory authority is the Texas Education Code (TEC), §28.002(f).

**4. Proposed Amendment to 19 TAC Chapter 74,
Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs
(Second Reading and Final Adoption)
(Board agenda page II-8)**

**COMMITTEE – ACTION
SBOE – ACTION**

This item presents for second reading and final adoption a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs. The proposed amendment would update the process for review and approval of proposed innovative courses and sunset of existing courses and would update requirements for implementation of approved innovative courses. No changes are recommended since approved for first reading. Statutory authority is the Texas Education Code (TEC), §28.002(f).

**5. Approval of Updates and Substitutions to Approved Instructional Materials
(Board agenda page II-14)**

**COMMITTEE – ACTION
SBOE – CONSENT**

This item provides an opportunity for the committee and board to approve update and/or substitution requests received for State Board of Education (SBOE)-adopted or approved products. The updated content has been posted for public review. Statutory authority is the Texas Education Code (TEC), §31.003 and §31.022.

COMMITTEE ON INSTRUCTION (continued)

6. **Proposed Repeal of 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.4, English Language Proficiency Standards (Second Reading and Final Adoption)**
(Board agenda page II-16)

**COMMITTEE – ACTION
SBOE – CONSENT**

This item presents for second reading and final adoption the proposed repeal of 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.4, English Language Proficiency Standards. The proposed repeal would remove the English Language Proficiency Standards (ELPS) for Kindergarten-Grade 12 in §74.4 that will be superseded by 19 TAC §120.20, English Language Proficiency Standards, Kindergarten-Grade 3, Adopted 2024, and §120.21, English Language Proficiency Standards, Grades 4-12, Adopted 2024, beginning with the 2026-2027 school year. No changes are recommended since approved for first reading. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4), 28.002(a) and 29.051.

7. **Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.14, Performance Acknowledgments (Second Reading and Final Adoption)**
(Board agenda page II-20)

**COMMITTEE – ACTION
SBOE – ACTION**

This item presents for second reading and final adoption a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.14, Performance Acknowledgments. The proposed amendment would update the minimum score required for a performance acknowledgement on the SAT, align language related to ACT with language related to SAT, and add the Classic Learning Test® and Preliminary SAT (PSAT) 10 to appropriate performance acknowledgments. No changes are recommended since approved for first reading. Statutory authority is the Texas Education Code (TEC), §7.102(c)(4) and §28.025(c-5).

**THURSDAY
April 9, 2026**

9:00 a.m.

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND – Room 2.034

Members: Tom Maynard, chair; Marisa Perez-Diaz, vice chair; Keven Ellis; Will Hickman; and Aaron Kinsey. A quorum of the State Board of Education may attend the committee meeting and discuss items on the committee agenda. A quorum of the Texas Permanent School Fund Corporation Board of Directors (the “Texas PSF Board”) may be in attendance at this meeting. The Texas PSF Board will not convene during this time. Members of the Texas PSF Board will be acting on behalf of the State Board of Education (“SBOE”) in their statutory role as SBOE members and will solely deliberate and act on matters of the SBOE.

Public testimony – Individual testimony will be taken at the time the related item comes up for committee discussion or action. The procedures for public testimony at State Board of Education committee meetings and general board meetings are provided in SBOE [Operating Rules](#).

- 1. Proposed Amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide (Second Reading and Final Adoption) ([Board agenda page III-1](#))**

**COMMITTEE - ACTION
SBOE - CONSENT**

This item presents for second reading and final adoption a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide. The proposed amendment would adopt by reference the updated *Financial Accountability System Resource Guide* (FASRG), which includes annual updates and removes information related to the compensatory education allotment to align with House Bill 2, 89th Texas Legislature, Regular Session, 2025. No changes are recommended since approved for first reading. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(32), 44.001(a) and (b), 44.007(a)-(d), and 44.008(b).

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND (continued)

2. **Proposed Revisions to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter B, Texas Education Agency Audit Functions, §109.25, State Compensatory Education Program Reporting and Auditing System, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract (Second Reading and Final Adoption)**
(Board agenda page III-8)

**COMMITTEE - ACTION
SBOE – CONSENT**

This item presents for second reading and final adoption proposed revisions to 19 Texas Administrative Code (TAC) Chapter 109, Budgeting, Accounting, and Auditing, Subchapter B, Texas Education Agency Audit Functions, §109.25, State Compensatory Education Program Reporting and Auditing System, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract. The proposed revisions would repeal §109.25, whose statutory authority, Texas Education Code (TEC), §48.104 (j-1), (k), (l), (m), (n), and (o), was removed by House Bill (HB) 2, 89th Texas Legislature, Regular Session, 2025. The proposed revisions would also align language in Subchapter D with TEC, §45.208, which no longer requires depository contracts to be submitted to the Texas Education Agency (TEA). No changes are recommended since approved for first reading. Statutory authority is the HB 2, Section 7.24, 89th Texas Legislature, Regular Session, 2025; and TEC, §45.208.

3. **Status Review of Current Nominees for State Board Positions**
(Board agenda page III-56)

**COMMITTEE - DISCUSSION
SBOE - NO ACTION**

This item provides an opportunity for the committee to review the status of current nominees for the School Land Board and the Teacher Retirement System Board of Trustees. Statutory authority is the Texas Constitution, Article VII, §2 and §5, Natural Resources Code (NRC), §32.012; and Texas Government Code (TGC), §825.003.

**THURSDAY
April 9, 2026**

8:00 a.m.

COMMITTEE ON SCHOOL INITIATIVES – Room 2.035

Members: LJ Francis, chair; Julie Pickren, vice chair; Staci Childs; Tiffany Clark; and Brandon Hall. A quorum of the State Board of Education may attend the committee meeting and discuss items on the committee agenda.

Public testimony – Individual testimony will be taken at the time the related item comes up for committee discussion or action. The procedures for public testimony at State Board of Education committee meetings and general board meetings are provided in SBOE [Operating Rules](#).

- 1. Recommendation for One Appointment and One Reappointment to the Randolph Field Independent School District Board of Trustees
([Board agenda page IV-1](#))**

**COMMITTEE - ACTION
SBOE - CONSENT**

This item provides an opportunity for the board to consider one appointment and one reappointment to the board of trustees of Randolph Independent School District (ISD). The action is necessary because one trustee has retired and one trustee's term is expiring. Statutory authority is the Texas Education Code (TEC), §11.352, and 19 Texas Administrative Code (TAC) §61.2.

- 2. Recommendation for One Reappointment to the Lackland Independent School District Board of Trustees
([Board agenda page IV-12](#))**

**COMMITTEE - ACTION
SBOE - CONSENT**

This item provides an opportunity for the board to consider one reappointment to the board of trustees of Lackland Independent School District (ISD). The reappointment is necessary because the trustee's term is expiring. Statutory authority is the Texas Education Code (TEC), §11.352, and 19 Texas Administrative Code (TAC) §61.2.

- 3. Recommendation for Two Reappointments to the Fort Sam Houston Independent School District Board of Trustees
([Board agenda page IV-20](#))**

**COMMITTEE - ACTION
SBOE - CONSENT**

This item provides an opportunity for the board to consider two reappointments to the board of trustees of Fort Sam Houston Independent School District (ISD). The reappointments are necessary because the term of office of two trustees are expiring. Statutory authority is the Texas Education Code (TEC), §11.352, and 19 Texas Administrative Code (TAC) §61.2.

COMMITTEE ON SCHOOL INITIATIVES (continued)

- 4. Discussion of Ongoing State Board for Educator Certification Activities** COMMITTEE - DISCUSSION
(Board agenda page IV-31) SBOE - NO ACTION

This item provides the committee an opportunity to receive information on current and upcoming State Board for Educator Certification (SBEC) activities and proposed SBEC rules and amendments. Statutory authority is the Texas Education Code (TEC), §21.031 and §21.041 which authorize the SBEC to adopt rules to regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators. TEC, §21.042, requires the SBEC to submit a written copy of each rule it proposes to adopt to the State Board of Education (SBOE) for review.

- 5. Open-Enrollment Charter School Generation 31 Application Updates** COMMITTEE - DISCUSSION
(Board agenda page IV-33) SBOE - NO ACTION

This item provides an opportunity for the committee to receive updates regarding the Generation 31 Open-Enrollment Charter Application cycle. Statutory authority is the Texas Education Code (TEC), §12.101.

- 6. Discussion of Review of 19 Texas Administrative Code(TAC) Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, and Subchapter B, Special Purpose School Districts** COMMITTEE - DISCUSSION
(Board agenda page IV-34) SBOE - NO ACTION

Texas Government Code (TGC), §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board of Education (SBOE) rules. This item presents the proposed review of 19 Texas Administrative Code (TAC) Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, and Subchapter B, Special Purpose School Districts. The rules being reviewed relate to continuing education for school board members, nomination of trustees for military reservation school districts and Boys Ranch Independent School District, school safety training for school board members, applicability of state law for special-purpose school districts, and applicability of state law to Boys Ranch Independent School District. The statutory authority for the rule review is the Texas Government Code (TGC), §2001.039. The statutory authority for 19 TAC Chapter 61, Subchapter A, is the Texas Education Code (TEC), §11.159, and TEC, §11.352; for Subchapter B, is TEC, §11.351 and §11.352.

COMMITTEE ON SCHOOL INITIATIVES (continued)

- 7. Update by the Texas Education Agency Office of School Safety and Security** **COMMITTEE - DISCUSSION**
(Board agenda page IV-36) **SBOE - NO ACTION**

This item provides an opportunity for the committee to receive updates related to the safety and security of public schools. Statutory authority is the Texas Education Code (TEC), §37.1083 and §37.1084.

Information Materials

1. **State Board of Education Operating Rules (amended January 28, 2025)**
[Operating Rules | State Board of Education](#)
2. **2025-2029 Rule Review Plan for State Board of Education Rules**
[2025-2029 Rule Review Plan for State Board of Education Rules | State Board of Education](#)

**CONSENT AGENDA
STATE BOARD OF EDUCATION
April 10, 2026**

**(1) Adoption of Review of 19 TAC Chapter 89, Adaptations for Special Populations
(Adoption of Review)**

Texas Government Code, §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board of Education (SBOE) rules. This item presents the adoption of the review of 19 Texas Administrative Code (TAC) Chapter 89, Adaptations for Special Populations. The rules being reviewed relate to gifted/talented education, Texas certificate of high school equivalency, and special education services and settings. The statutory authority for the rule review is TGC, §2001.039. The statutory authority for 19 TAC Chapter 89, Subchapter A, is Texas Education Code (TEC), §§29.121; 29.122; 29.123; 39.236; and 48.109; for Subchapter C is TEC, §7.111; and for Subchapter D is TEC, §30.003 and §30.004, as amended by House Bill (HB) 2 and Senate Bill (SB) 568, 89th Texas Legislature, Regular Session, 2025.

(Agenda Exhibit) II-1

(2) Approval of Updates and Substitutions to Approved Instructional Materials

This item provides an opportunity for the committee and board to approve update and/or substitution requests received for State Board of Education (SBOE)-adopted or approved products. The updated content has been posted for public review. Statutory authority is the Texas Education Code (TEC), §31.003 and §31.022.

(Agenda Exhibit) II-14

**(3) Proposed Repeal of 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.4, English Language Proficiency Standards
(Second Reading and Final Adoption)**

This item presents for second reading and final adoption the proposed repeal of 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.4, English Language Proficiency Standards. The proposed repeal would remove the English Language Proficiency Standards (ELPS) for Kindergarten-Grade 12 in §74.4 that will be superseded by 19 TAC §120.20, English Language Proficiency Standards, Kindergarten-Grade 3, Adopted 2024, and §120.21, English Language Proficiency Standards, Grades 4-12, Adopted 2024, beginning with the 2026-2027 school year. No changes are recommended since approved for first reading. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4), 28.002(a) and 29.051.

(Agenda Exhibit) II-16

(4) **Proposed Amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide**
(Second Reading and Final Adoption)

This item presents for second reading and final adoption a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide. The proposed amendment would adopt by reference the updated *Financial Accountability System Resource Guide* (FASRG), which includes annual updates and removes information related to the compensatory education allotment to align with House Bill 2, 89th Texas Legislature, Regular Session, 2025. No changes are recommended since approved for first reading. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(32), 44.001(a) and (b), 44.007(a)-(d), and 44.008(b).

(Agenda Exhibit) III-1

(5) **Proposed Revisions to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter B, Texas Education Agency Audit Functions, §109.25, State Compensatory Education Program Reporting and Auditing System, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract**
(Second Reading and Final Adoption)

This item presents for second reading and final adoption proposed revisions to 19 Texas Administrative Code (TAC) Chapter 109, Budgeting, Accounting, and Auditing, Subchapter B, Texas Education Agency Audit Functions, §109.25, State Compensatory Education Program Reporting and Auditing System, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract. The proposed revisions would repeal §109.25, whose statutory authority, Texas Education Code (TEC), §48.104 (j-1), (k), (l), (m), (n), and (o), was removed by House Bill (HB) 2, 89th Texas Legislature, Regular Session, 2025. The proposed revisions would also align language in Subchapter D with TEC, §45.208, which no longer requires depository contracts to be submitted to the Texas Education Agency (TEA). No changes are recommended since approved for first reading. Statutory authority is the HB 2, Section 7.24, 89th Texas Legislature, Regular Session, 2025; and TEC, §45.208.

(Agenda Exhibit) III-8

(6) **Recommendation for One Appointment and One Reappointment to the Randolph Field Independent School District Board of Trustees**

This item provides an opportunity for the board to consider one appointment and one reappointment to the board of trustees of Randolph Independent School District (ISD). The action is necessary because one trustee has retired and one trustee's term is expiring. Statutory authority is the Texas Education Code (TEC), §11.352, and 19 Texas Administrative Code (TAC) §61.2.

(Agenda Exhibit) IV-1

(7) Recommendation for One Reappointment to the Lackland Independent School District Board of Trustees

This item provides an opportunity for the board to consider one reappointment to the board of trustees of Lackland Independent School District (ISD). The reappointment is necessary because the trustee's term is expiring. Statutory authority is the Texas Education Code (TEC), §11.352, and 19 Texas Administrative Code (TAC) §61.2.

[\(Agenda Exhibit\)](#) IV-12

(8) Recommendation for Two Reappointments to the Fort Sam Houston Independent School District Board of Trustees

This item provides an opportunity for the board to consider two reappointments to the board of trustees of Fort Sam Houston Independent School District (ISD). The reappointments are necessary because the term of office of two trustees are expiring. Statutory authority is the Texas Education Code (TEC), §11.352, and 19 Texas Administrative Code (TAC) §61.2.

[\(Agenda Exhibit\)](#) IV-20

OFFICIAL AGENDA

**STATE BOARD OF EDUCATION
AUSTIN, TEXAS**

**April 10, 2026
8:45 a.m.**

**Barbara Jordan Building, Room 2.034
1601 N. Congress Avenue**

Student Performance

Invocation

Pledge of Allegiance

Roll Call

Approval of Minutes

State Board of Education, January 30, 2026 and February 25, 2026

1. Resolutions

No Resolutions are to be considered.

Public testimony – Individual testimony will be taken at the time the related item comes up for Committee discussion or action. The procedures for public testimony at State Board of Education committee meetings and general board meetings are provided in SBOE [Operating Rules](#).

2. Approval of Consent Agenda

Any agenda item may be placed on the Consent Agenda by any State Board of Education committee.

[\(Agenda Exhibit\)](#) 17

COMMITTEE OF THE FULL BOARD

3. **Proposed New 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter A, Elementary, §110.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §110.30 Literary Works Lists, Grades 6-8, Adopted 2026; and Subchapter C, High School, §110.70, Literary Works Lists, High School, Adopted 2026; and Proposed New 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter A, Elementary, §128.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §128.30, Literary Works Lists, Grades 6 and English Learners Language Arts (ELLA), Grade 7 and 8, Adopted 2026; and Subchapter C, High School, §128.70, Literary Works Lists, High School, Adopted 2026**
(First Reading and Filing Authorization)

This item presents for first reading and filing authorization proposed new 19 Texas Administrative Code (TAC) Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter A, Elementary, §110.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §110.30 Literary Works Lists, Grades 6-8, Adopted 2026; and Subchapter C, High School, §110.70, Literary Works Lists, High School, Adopted 2026; and proposed new 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter A, Elementary, §128.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §128.30, Literary Works Lists, Grades 6 and English Learners Language Arts (ELLA), Grades 7 and 8, Adopted 2026; and Subchapter C, High School, §128.70, Literary Works Lists, High School, Adopted 2026. The proposed new sections would add lists of literary works to be taught in each grade level as required by House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023. Statutory authority is the Texas Education Code (TEC), §28.002(c-4), as added by HB 1605, 88th Texas Legislature, Regular Session, 2023.

(Agenda Exhibit) I-1

4. **Proposed New 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Social Studies Courses**
(First Reading and Filing Authorization)

This item presents for first reading and filing authorization proposed new 19 Texas Administrative Code (TAC) Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Social Studies Courses. The proposed new Texas Essential Knowledge and Skills (TEKS) would update the social studies standards and implement House Bill (HB) 27, HB 824, and Senate Bill (SB) 24, 89th Texas Legislature, Regular Session, 2025. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4); 28.002(a), (c), (h-3), as added by HB 824, 89th Texas Legislature, Regular Session, 2025; (h-11), as added by SB 24, 89th Texas Legislature, Regular Session, 2025; and 28.025(a) and (b-24), as added by HB 27, 89th Texas Legislature, Regular Session, 2025.

(Agenda Exhibit) I-76

5. **Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3 Description of a Required Secondary Curriculum (Second Reading and Final Adoption)**

This item presents for second reading and final adoption a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum. The proposed amendment would update the list of high school courses for personal financial literacy and economics that are required to be offered to students to align with the requirements of House Bill (HB) 27, 89th Texas Legislature, Regular Session, 2025. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4), 28.002(a), and 28.025(b-1).

(Agenda Exhibit) I-219

6. **Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements, and §74.12, Foundation High School Program (Second Reading and Final Adoption)**

This item presents for second reading and final adoption proposed amendments to 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements, and §74.12, Foundation High School Program. The proposed amendments would update high school graduation requirements to align with House Bill (HB) 27, 89th Texas Legislature, Regular Session, 2025, related to personal financial literacy, and Senate Bill (SB) 2314, 89th Texas Legislature, Regular Session, 2025, related to the Texas Higher Education Coordinating Board (THECB) direct admission program. Changes are recommended since published as proposed. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4), 28.025(a); (b-1)(4); (b-24), as added by HB 27, 89th Texas Legislature, Regular Session, 2025; and (c)(1); and 28.0257, as amended by SB 2314, 89th Texas Legislature, Regular Session, 2025.

(Agenda Exhibit) I-223

7. **Approval of Required Parental Rights Training for District Trustees**

Senate Bill 204, passed by the 89th Texas Legislature, Regular Session, 2025, requires the State Board of Education (SBOE) to require a trustee to complete training on the rights of a parent regarding the education of the parent's child. The SBOE, with assistance from the agency, must develop the curriculum and materials for the training. This item provides an opportunity for the board to approve the parental rights training curriculum developed by the SBOE, with assistance from the agency. Statutory authority is the Texas Education Code (TEC), §11.159(b-2), as added by SB 204, 89th Texas Legislature, Regular Session, 2025.

(Agenda Exhibit) I-238

8. Proposed new 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.4 Parental Rights Training for School Board Members (Second Reading and Final Adoption)

This item presents for second reading and final adoption proposed new 19 Texas Administrative Code (TAC), Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.4, Parental Rights Training for School Board Members. The proposed new rule would reflect changes made by Senate Bill (SB) 204, 89th Texas Legislature, 2025, to the State Board of Education's (SBOE's) duty to provide training courses for independent school district trustees. Statutory authority is the Texas Education Code (TEC), §11.159(b-2), as added by SB 204, 89th Texas Legislature, Regular Session, 2025.

(Agenda Exhibit) I-363

COMMITTEE ON INSTRUCTION

9. Action Regarding Innovative Courses

This item provides an opportunity for the committee to take action on possible sunset of certain innovative courses that meet certain criteria established in 19 Texas Administrative Code (TAC) §74.27, Innovative Courses and Programs, and to add or adjust expiration dates for currently approved innovative courses as necessary. Statutory authority is the Texas Education Code (TEC), §28.002(f).

(Agenda Exhibit) II-6

10. Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs (Second Reading and Final Adoption)

This item presents for second reading and final adoption a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs. The proposed amendment would update the process for review and approval of proposed innovative courses and sunset of existing courses and would update requirements for implementation of approved innovative courses. No changes are recommended since approved for first reading. Statutory authority is the Texas Education Code (TEC), §28.002(f).

(Agenda Exhibit) II-8

11. Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.14, Performance Acknowledgments (Second Reading and Final Adoption)

This item presents for second reading and final adoption a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.14, Performance Acknowledgments. The proposed amendment would update the minimum score required for a performance acknowledgement on the SAT, align language related to ACT with language related to SAT, and add the Classic Learning Test® and Preliminary SAT (PSAT) 10 to appropriate performance acknowledgments. No changes are recommended since approved for first reading. Statutory authority is the Texas Education Code (TEC), §7.102(c)(4) and §28.025(c-5).

(Agenda Exhibit) II-20

REPORTS OF COMMITTEES REGARDING AGENDA ITEMS POSTED FOR DISCUSSION ON COMMITTEE AGENDAS

Committee chairs may provide an update about discussion items considered during the current meeting by any standing committee or ad hoc committee.

REPORTS OF OTHER STATE BOARD OF EDUCATION MEMBERS REGARDING AGENDA ITEMS AND EDUCATIONAL ACTIVITIES AND CONCERNS IN INDIVIDUAL DISTRICTS

Members of the State Board of Education may present information regarding agenda items or other relevant information about public education.

Information Materials

1. **State Board of Education Operating Rules (amended January 28, 2025)**
[Operating Rules | State Board of Education](#)

2. **2025-2029 Rule Review Plan for State Board of Education Rules**
[2025-2029 Rule Review Plan for State Board of Education Rules | State Board of Education](#)

COMMITTEE OF THE FULL BOARD

Proposed New 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter A, Elementary, §110.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §110.30, Literary Works Lists, Grades 6-8, Adopted 2026; and Subchapter C, High School, §110.70, Literary Works Lists, High School, Adopted 2026; and Proposed New 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter A, Elementary, §128.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §128.30, Literary Works Lists, Grade 6 and English Learners Language Arts (ELLA), Grades 7 and 8, Adopted 2026; and Subchapter C, High School, §128.70, Literary Works Lists, High School, Adopted 2026
(First Reading and Filing Authorization)

April 10, 2026

COMMITTEE OF THE FULL BOARD: ACTION
STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item presents for first reading and filing authorization proposed new 19 Texas Administrative Code (TAC) Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter A, Elementary, §110.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §110.30, Literary Works Lists, Grades 6-8, Adopted 2026; and Subchapter C, High School, §110.70, Literary Works Lists, High School, Adopted 2026; and proposed new 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter A, Elementary, §128.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §128.30, Literary Works Lists, Grade 6 and English Learners Language Arts (ELLA), Grades 7 and 8, Adopted 2026; and Subchapter C, High School, §128.70, Literary Works Lists, High School, Adopted 2026. The proposed new sections would add lists of literary works to be taught in each grade level as required by House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023.

STATUTORY AUTHORITY: Texas Education Code (TEC), [§28.002\(c-4\)](#), as added by HB 1605, 88th Texas Legislature, Regular Session, 2023.

TEC, [§28.002\(c-4\)](#), as added by HB 1605, 88th Texas Legislature, Regular Session, 2023, requires the State Board of Education (SBOE), in adopting essential knowledge and skills for English language arts under TEC, [§28.002\(a\)\(1\)\(A\)](#), to specify a list of required vocabulary and at least one literary work to be taught in each grade level.

The full text of statutory citations can be found in the link above.

EFFECTIVE DATE: The proposed effective date of the proposed new sections is 20 days after filing as adopted with the Texas Register. Under TEC, [§7.102\(f\)](#), the SBOE must approve the rule action at second reading and final adoption by a vote of two-thirds of its members to specify an effective date earlier than the beginning of the 2026-2027 school year. The earlier effective date will allow school districts to obtain required literary works and begin preparing to implement the new requirements.

PREVIOUS BOARD ACTION: The SBOE adopted the Texas Essential Knowledge and Skills (TEKS) for all subjects effective September 1, 1998. The English language arts and reading TEKS were amended effective September 4, 2008. The Spanish language arts and reading TEKS were amended effective November 26, 2008. The TEKS for high school English elective courses were amended effective August

23, 2010. The English and Spanish language arts and reading TEKS for Kindergarten-Grade 8 were amended effective September 25, 2017, and the English language arts and reading and English as a second language (ESL) TEKS for high school were amended effective November 12, 2017. The Kindergarten-Grade 12 TEKS for English and Spanish language arts and reading were again amended effective August 1, 2019, to make technical adjustments to the standards. An item on proposed new 19 TAC §§110.10, 110.30, 110.70, 128.10, 128.30, and 128.70 was presented to the Committee of the Full Board at the January 2026 SBOE meeting. At that time, the board postponed action on first reading and filing authorization until the April 2026 meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: The 88th Texas Legislature, Regular Session, 2023, passed HB 1605 relating to instructional material and technology. HB 1605 added TEC, §28.002(c-4), which requires the SBOE, in adopting essential knowledge and skills for English language arts, to specify a list of required vocabulary and at least one literary work to be taught in each grade level. A discussion item at the November 2025 meeting provided an opportunity for the Committee of the Full Board to discuss recommendations from the commissioner of education for literary works to be taught in each grade level as required by HB 1605. At the January 2026 meeting, the SBOE postponed first reading and filing authorization of proposed new 19 TAC §§110.10, 110.30, 110.70, 128.10, 128.30, and 128.70 until the April 2026 meeting.

The proposed new sections would adopt literary works lists required to be taught in English and Spanish language arts and reading in Kindergarten-Grade 12.

FISCAL IMPACT: The Texas Education Agency (TEA) has determined that for the first five years the proposal is in effect (2026-2030), there are no additional costs to state government. There will be fiscal implications for school districts and charter schools to implement the proposed literary works lists, which would include the purchase of the literary works and may also include the need for professional development and revisions to district-developed curriculum and scope and sequence documents. Since instructional material purchases and curriculum and instruction decisions are made at the local district level, it is difficult to estimate the fiscal impact on any given district.

LOCAL EMPLOYMENT IMPACT: The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code, §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis specified in Texas Government Code, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to Texas Government Code, §2001.0045.

TAKINGS IMPACT ASSESSMENT: The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under Texas Government Code, §2007.043.

GOVERNMENT GROWTH IMPACT: TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would create new regulations by adding lists of required literary works to the TEKS for reading language arts.

The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not expand, limit, or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: The proposal would ensure that all students in the state of Texas have the opportunity to read the same literary works. There is no anticipated economic cost to persons who are required to comply with the proposal.

DATA AND REPORTING IMPACT: The proposal would have no data or reporting impact.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: TEA has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: The public comment period on the proposal begins May 15, 2026, and ends at 5:00 p.m. on June 15, 2026. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in June 2026 in accordance with the SBOE board operating policies and procedures. A request for a public hearing on the proposal submitted under the Administrative Procedure Act must be received by the commissioner of education not more than 14 calendar days after notice of the proposal has been published in the Texas Register on May 15, 2026.

MOTION TO BE CONSIDERED: The State Board of Education:

Approve for first reading and filing authorization proposed new 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter A, Elementary, §110.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §110.30, Literary Works Lists, Grades 6-8, Adopted 2026; and Subchapter C, High School, §110.70, Literary Works Lists, High School, Adopted 2026; and proposed new 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter A, Elementary, §128.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §128.30, Literary Works Lists, Grade 6 and English Learners Language Arts (ELLA), Grades 7 and 8, Adopted 2026; and Subchapter C, High School, §128.70, Literary Works Lists, High School, Adopted 2026.

Staff Member Responsible:

Shannon Trejo, Deputy Commissioner, School Programs

Attachment I:

Text of Proposed New 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter A, Elementary, §110.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026

Attachment II:

Text of Proposed New 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter B, Middle School, §110.30, Literary Works Lists, Grades 6-8, Adopted 2026

Attachment III:

Text of Proposed New 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter C, High School, §110.70, Literary Works Lists, High School, Adopted 2026

Attachment IV:

Text of Proposed New 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter A, Elementary, §128.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026

Attachment V:

Text of Proposed New 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter B, Middle School, §128.30, Literary Works Lists, Grade 6 and English Learners Language Arts (ELLA), Grades 7 and 8, Adopted 2026

Attachment VI:

Text of Proposed New 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter C, High School, §128.70, Literary Works Lists, High School, Adopted 2026

ATTACHMENT I
Text of Proposed New 19 TAC

Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading

Subchapter A. Elementary

§110.10. Literary Works Lists, Kindergarten-Grade 5, Adopted 2026.

- (a) This section implements the requirements of Texas Education Code (TEC), §28.002(c-4), and, in conjunction with Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies), implements the requirements of TEC, §28.002(a)(2)(G), (h), and (h-1).
- (b) The literary works included in the figures in subsection (f)(1)-(6) of this section shall be included in instruction at the designated grade level. Each required literary work shall be read in its entirety unless otherwise indicated in the figures in subsection (f)(1)-(6) of this section.
- (c) Students shall demonstrate proficiency in the student expectations described in §§110.2-110.7 of this chapter (relating to English Language Arts and Reading, Kindergarten, Adopted 2017; English Language Arts and Reading, Grade 1, Adopted 2017; English Language Arts and Reading, Grade 2, Adopted 2017; English Language Arts and Reading, Grade 3, Adopted 2017; English Language Arts and Reading, Grade 4, Adopted 2017; and English Language Arts and Reading, Grade 5, Adopted 2017) using, at a minimum, the required literary works listed in the figures in subsection (f)(1)-(6) of this section. The literary works required by this section represent the minimum literary works to be read by or for students in that grade. Additional literary works to be used in instruction may be selected at the local level. When making local selections of additional literary works for instruction in English language arts and reading, school districts and charter schools should prioritize texts with content that reinforces required student expectations of knowledge from other subjects, including social studies.
- (d) It is recommended that students read from printed versions of required literary works as opposed to digital copies on digital devices.
- (e) Students in Kindergarten-Grade 4 are still developing proficiency in beginning reading and writing skills. Specific reading material used to develop those reading and writing skills, including decodable readers and grammar and handwriting guidance documents, are necessary to support that instruction but are not referenced in this section. Student expectations related to listening and speaking in those grades can be supported by exposing students to a range of literary works with more complex vocabulary. Consequently, certain literary works required by this section in Kindergarten-Grade 4 are noted as being recommended for implementation as being read aloud to the student as noted in the figures in subsection (f)(1)-(6) of this section. Even if a literary work is listed with a recommendation that it be read aloud, it may be read directly by students when appropriate, potentially with adult assistance. If a literary work is not listed with a recommendation that it be read aloud, it must be read by students, with adult assistance where necessary.
- (f) The literary works lists to be used by school districts and charter schools are provided in the figures in this subsection.
 - (1) Kindergarten list, entitled "Required Literary Works - Kindergarten."
Figure: 19 TAC §110.10(f)(1)
 - (2) Grade 1 list, entitled "Required Literary Works - Grade 1."
Figure: 19 TAC §110.10(f)(2)
 - (3) Grade 2 list, entitled "Required Literary Works - Grade 2."
Figure: 19 TAC §110.10(f)(3)
 - (4) Grade 3 list, entitled "Required Literary Works - Grade 3."
Figure: 19 TAC §110.10(f)(4)

(5) Grade 4 list, entitled "Required Literary Works - Grade 4."

Figure: 19 TAC §110.10(f)(5)

(6) Grade 5 list, entitled "Required Literary Works - Grade 5."

Figure: 19 TAC §110.10(f)(6)

- (g) For each literary work that has an associated International Standard Book Number (ISBN), the ISBN is included in the figures in subsection (f)(1)-(6) of this section. For literary works without an ISBN, the Texas Education Agency (TEA) shall maintain a website providing information on how to identify the specific version of the literary work. Some literary works are available in multiple versions, and, as such, districts and charter schools shall use a version of each required literary work that includes text that is identical to the version featured in the ISBN listed in the figures in subsection (f)(1)-(6) of this section or the information maintained on the TEA website.
- (h) In accordance with TEC, §26.010, a parent retains the right to temporarily remove the parent's child from instruction in a required literary work that conflicts with the parent's religious or moral beliefs if the parent presents or delivers to the teacher of the parent's child a written statement authorizing the removal of the child from the instruction. If a graded assignment or local assessment is based solely on the content of a required literary work for which a parent exercised a right under TEC, §26.010, the school district or charter school is encouraged, but not required, to provide an alternative graded assignment or local assessment that is based on an alternative literary work provided for the student who was removed from instruction.
- (i) In the event the commissioner of education determines that a literary work required in any of the figures in subsection (f)(1)-(6) of this section is no longer available at a reasonable cost at the volume required for implementation across the state, the commissioner shall report that finding to the State Board of Education (SBOE), and the SBOE may consider an amendment to remove that specific literary work from the relevant figure, subject to holding two board meetings for a first and second reading without a separate meeting for discussion before first reading.

Figure: 19 TAC §110.10(f)(1) Required Literary Works List – Kindergarten

This list of literary works is required as described in administrative rule 19 TAC §110.10.

Grade	Title	Author	ISBN	Format Recommended
Kinder	Anansi the Spider: A Tale from the Ashanti	Gerald McDermott	978-0805003116	Read Aloud
Kinder	April Rain Song	Langston Hughes		Read Aloud
Kinder	Are You My Mother?	P. D. Eastman	978-0394800189	Read Aloud
Kinder	The Bald Eagle	Norman Pearl	978-1404826458	Read Aloud
Kinder	Blueberries for Sal	Robert McCloskey	978-0670175918	Read Aloud
Kinder	The Cat in the Hat	Dr. Seuss	978-0394800011	Read Aloud
Kinder	Chicka Chicka Boom Boom	Bill Martin Jr. and John Archambault	978-0689835681	Read Aloud
Kinder	Cinderella	Marcia Brown	978-0689814747	Read Aloud
Kinder	Classic Nursery Rhymes (selected excerpts: Baa Baa Black Sheep, Hey Diddle Diddle, Hickory Dickery Dock, Humpty Dumpty, Jack and Jill, Little Boy Blue, Little Miss Muffet, Mary Had a Little Lamb, Old King Cole, One Two Buckle My Shoe)	Nicola Baxter (compiler)	978-1843228370	Read Aloud
Kinder	George Washington and the Cherry Tree (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	Read Aloud
Kinder	The Golden Rule	State of Texas	978-1-970198-94-2	Read Aloud
Kinder	The Grasshopper and the Ant	Jerry Pinkney (retold from Aesop)	978-0316400817	Read Aloud
Kinder	Goldilocks and the Three Bears	Jim Aylesworth	978-0439395458	Read Aloud
Kinder	The Keeping Quilt	Patricia Polacco	978-0689844478	Read Aloud
Kinder	L is for Lone Star: A Texas Alphabet	Carol Crane	978-1585360192	Read Aloud
Kinder	The Little Red Hen (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	Read Aloud
Kinder	The Lion and the Mouse (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	Read Aloud
Kinder	Luna Loves Art	Joseph Coelho	978-1684640461	Read Aloud
Kinder	A Picture Book of George Washington	David A. Adler	978-0823440597	Read Aloud

Kinder	A Picture Book of Thomas Alva Edison	David A. Adler	978-0823414147	Read Aloud
Kinder	The Runaway Bunny	Margaret Wise Brown	978-0064430180	Read Aloud
Kinder	Snow White and the Seven Dwarfs (Fairytale Classics)	Anne Bowles	978-1788811910	Read Aloud
Kinder	The Snowy Day	Ezra Jack Keats	978-0670654000	Read Aloud
Kinder	Three Billy Goats Gruff	Paul Galdone	978-0899190358	Read Aloud
Kinder	The Three Little Pigs	Paul Galdone	978-0899192758	Read Aloud
Kinder	The Tortoise and the Hare (excerpt from Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	Read Aloud
Kinder	The Very Hungry Caterpillar	Eric Carle	978-0399208539	Read Aloud
Kinder	You Are Special	Max Lucado	978-1433522673	Read Aloud

Figure: 19 TAC §110.10(f)(2) Required Literary Works List – First Grade

This list of literary works is required as described in administrative rule 19 TAC §110.10.

Grade	Title	Author	ISBN	Designated Read Aloud
Grade 1	Abe Lincoln: The Boy Who Loved Books	Kay Winters	978-1416912682	Read Aloud
Grade 1	Ada Twist, Scientist	Andrea Beaty	978-1419721373	Read Aloud
Grade 1	Amelia Bedelia First Day of School	Herman Parish	978-0061544576	Read Aloud
Grade 1	Exploring America's Symbols	State of Texas	978-1-970198-95-9	Read Aloud
Grade 1	A Beautiful Day in the Neighborhood (selected excerpts: Won't You Be My Neighbor, I Like You As You Are, Children Can, Smile in Your Pocket, Take My Time, What Can You Hear?, I'd Like to Be Like Mom and Dad, Summer Rain, Are You Brave?, The King and the Ocean, Then You Heart is Full of Love, The Truth Will Make You Free, You're Special, Perfect Day, I'm Proud of You)	Fred Rogers	978-1683693178	Read Aloud
Grade 1	The Boy Who Cried Wolf (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	Read Aloud
Grade 1	Classic Nursery Rhymes (selected excerpts: Jack Be Nimble, Peter Peter Pumpkin Eater, Simple Simon, Sing a Song of Sixpence, There Was an Old Woman, Twinkle Twinkle Little Star, Yankee Doodle)	Nicola Baxter	978-1843228370	Read Aloud
Grade 1	Curious About the White House	Kate Waters	978-0399541452	Read Aloud
Grade 1	Daniel Boone (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	Read Aloud
Grade 1	Danny and the Dinosaur	Syd Hoff	978-0064440028	Read Aloud
Grade 1	Davy Crockett (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	Read Aloud
Grade 1	The Hare in the Moon (excerpt from A Year Full of Stories: 52 classic stories from all around the world (Volume 1))	Angela McAllister	978-1847808684	Read Aloud
Grade 1	The Fox and the Grapes (excerpt from Aesop's Fables: The Classic Edition)	Aesop (illustrated by Charles Santore)	978-1604338102	Read Aloud

Grade 1	The Frog Prince (excerpt from A Year Full of Stories: 52 classic stories from all around the world (Volume 1))	Angela McAllister	978-1847808684	Read Aloud
Grade 1	Invitation (excerpt from Where the Sidewalk Ends)	Shel Silverstein	978-0440850564	Read Aloud
Grade 1	Jack and the Beanstalk	Thomas Nelson	978-1646431847	Read Aloud
Grade 1	The Legend of the Bluebonnet	Tomie dePaola	978-0698113596	Read Aloud
Grade 1	The Life of Paul Revere	Maria Nelson	978-1433966576	Read Aloud
Grade 1	The Little Engine That Could	Watty Piper	978-0448405209	Read Aloud
Grade 1	Lowly Worm meets the Early Bird	Richard Scarry	978-0679889205	Read Aloud
Grade 1	Madeline	Ludwig Bemelmans	978-0140564396	Read Aloud
Grade 1	Medio Pollito/Half Chicken: A Folktale in Spanish and English	Alma Flor Ada	978-0440413608	Read Aloud
Grade 1	Millions of Cats	Wanda Gág	978-0142407080	Read Aloud
Grade 1	Now and Ben: The Modern Inventions of Benjamin Franklin	Gene Barretta	978-0312535698	Read Aloud
Grade 1	The Parable of the Prodigal Son	State of Texas	978-1-970198-98-0	Read Aloud
Grade 1	A Picture Book of Frederick Douglass	David A. Adler	978-0823412051	Read Aloud
Grade 1	Pocahontas (Excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	Read Aloud
Grade 1	Rapunzel (excerpt from Usborne Illustrated Grimm's Fairy Tales)	Gill Doherty	978-0746098547	Read Aloud
Grade 1	Red Riding Hood	James Marshall	978-0140546934	Read Aloud
Grade 1	Rumpelstiltskin (Excerpt from Usborne Illustrated Grimm's Fairy Tales)	Gill Doherty	978-0746098547	Read Aloud
Grade 1	Swimmy	Leo Lionni	978-0394817132	Read Aloud
Grade 1	The Tale of Peter Rabbit	Beatrix Potter	978-0723247708	Read Aloud
Grade 1	The Ugly Duckling	Hans Christian Anderson (adapted and illustrated by Jerry Pinkney)	978-0688159320	Read Aloud
Grade 1	Wolf in Sheep's Clothing (Excerpt from Aesop's Fables: The Classic Edition)	Aesop (illustrated by Charles Santore)	978-1604338102	Read Aloud

Figure: 19 TAC §110.10(f)(3) Required Literary Works List – Second Grade

This list of literary works is required as described in administrative rule 19 TAC §110.10.

Grade	Title	Author	ISBN	Designated Read Aloud
Grade 2	America Is...	Louise Borden	978-1416902867	Read Aloud
Grade 2	Beauty and the Beast	Marianna Mayer	978-0689711510	Read Aloud
Grade 2	Bluebonnet at the Alamo	Mary Brooke Casad	978-1681793634	Read Aloud
Grade 2	Cam Jansen: The Mystery of the Stolen Diamonds	David A. Adler	978-0142400104	Read Aloud
Grade 2	Clara Barton: Angel of the Battle Field	Tamara Hollingsworth	978-1433315923	Read Aloud
Grade 2	The Courage of Sarah Noble	Alice Dalgliesh	978-0689715402	Read Aloud
Grade 2	The Donkey in the Lion's Skin (excerpt from Aesop's Fables: The Classic Edition)	Aesop (illustrated by Charles Santore)	978-1604338102	Read Aloud
Grade 2	Follow The Drinking Gourd	Jeanette Winter	978-0679819974	Read Aloud
Grade 2	Falling Up (excerpt from Falling Up)	Shel Silverstein	978-0060248024	Read Aloud
Grade 2	Flat Stanley: His Original Adventure!	Jeff Brown	978-0060097912	Read Aloud
Grade 2	James Madison: The 4 th President	Josh Gregory	978-1642808216	Read Aloud
Grade 2	John Henry	Julius Lester	978-0140566222	Read Aloud
Grade 2	Johnny Appleseed	Steven Kellogg (retold and illustrated by)	978-0688140250	Read Aloud
Grade 2	The Legend of the Dipper (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	Read Aloud
Grade 2	Paul Bunyan	Steven Kellogg (retold and illustrated by)	978-0688058005	Read Aloud
Grade 2	Pecos Bill	Steven Kellogg (retold and illustrated by)	978-0688099244	Read Aloud
Grade 2	The Magic Tree House #22: Revolutionary War on Wednesday	Mary Pope Osborne	978-0679890683	Read Aloud
Grade 2	Moses: When Harriet Tubman Led Her People to Freedom	Carole Boston Weatherford	978-0786851751	Read Aloud
Grade 2	The Mouse and the Motorcycle	Beverly Cleary	978-0380709243	Read Aloud
Grade 2	The Patchwork Quilt	Valerie Flournoy	978-0803700970	Read Aloud

Grade 2	Riding the Pony Express (Chapter 1 "St. Joe," Chapter 2 "The Pony Express," Chapter 3 "The Stagecoach", Chapter 4 "Owl Creek Station", Chapter 5 "The Kelly Family," Chapter 6 "The Stable," Chapter 7 "Work at the Stable")	Clyde Robert Bulla	979-8888181249	Read Aloud
Grade 2	Sam The Minuteman	Nathaniel Benchley	978-0060204808	Read Aloud
Grade 2	Stellaluna	Janell Cannon	978-0544874350	Read Aloud
Grade 2	Susan B. Anthony	Laura K. Murray	978-1977126603	Read Aloud
Grade 2	The Swing	Robert Louis Stevenson		Read Aloud
Grade 2	Teammates	Peter Golenbock	978-0152842864	Read Aloud
Grade 2	The Thanksgiving Story	Alice Dalgliesh	978-0689710537	Read Aloud
Grade 2	Try, Try Again (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	Read Aloud
Grade 2	We the Kids: The Preamble of the Constitution of the United States	David Catrow	978-0142402764	Read Aloud
Grade 2	Winnie-the-Pooh (Chapter 1 "In Which We Are Introduced to Winnie-the-Pooh and Some Bees, and the Stories Begin" and Chapter 2 "In Which Pooh Goes Visiting and Gets Into a Tight Place")	A. A. Milne	978-0525555315	Read Aloud

Figure: 19 TAC §110.10(f)(4) Required Literary Works List – Third Grade

This list of literary works is required as described in administrative rule 19 TAC §110.10.

Grade	Title	Author	ISBN	Designated Read Aloud
Grade 3	Abraham Lincoln (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	
Grade 3	Archimedes and the Door of Science (Chapter 1 "Who was Archimedes?", Chapter 4 "Archimedes and his Lever", Chapter 9 "Archimedes and Numbers")	Jeanne Bendick	978-1684222599	Read Aloud
Grade 3	Charlotte's Web	E. B. White	978-0064400558	
Grade 3	Encyclopedia Brown, Boy Detective	Donald J. Sobol	978-0142408889	
Grade 3	Enemy Pie	Derek Munson	978-0811827782	
Grade 3	The Fisherman and His Wife	Rachel Isadora	978-0399247712	
Grade 3	George Washington (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	
Grade 3	Hercules and the Wagoner (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	Read Aloud
Grade 3	Icarus and Daedalus (excerpt from Classic Myths to Read Aloud: The Great Stories of Greek and Roman Mythology)	William F. Russell	978-0517570128	Read Aloud
Grade 3	Inside Ancient Rome	L.L. Owens	978-0789156211	
Grade 3	King Midas and the Golden Touch	Charlotte Craft	978-0060540630	Read Aloud
Grade 3	The Librarian Who Measured the Earth	Kathryn Lasky	978-0618062829	Read Aloud
Grade 3	Miss Rumphius	Barbara Cooney	978-0140505399	
Grade 3	Mistakes that Worked: 40 Familiar Inventions & How They Came To Be (Section 2 "Doctor, Doctor" and Section 4 "All Kinds of Accidental Things")	Charlotte Foltz Jones	978-0385320436	Read Aloud
Grade 3	The Road to Damascus	State of Texas	978-1-970198-96-6	
Grade 3	Seeker of Knowledge: The Man Who Deciphered Egyptian Hieroglyphs	James Rumford	978-0618333455	Read Aloud
Grade 3	Smart (excerpt from A Light in the Attic)	Shel Silverstein	978-0061905858	

Grade 3	The Shepherd Boy and the Wolf (excerpt from Aesop's Fables)	Aesop (adapted and illustrated by Jerry Pinkney)	978-1587170003	
Grade 3	Stone Soup	Marcia Brown	978-0689711039	
Grade 3	The Story of Benjamin Franklin: An Inspiring Biography for Young Readers	Shannon Anderson	978-1647398217	
Grade 3	Thomas Jefferson (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	
Grade 3	The Town Mouse and the Country Mouse (excerpt from Aesop's Fables: The Classic Edition)	Aesop (illustrated by Charles Santore)	978-1604338102	
Grade 3	What Do You Do With a Problem?	Kobi Yamada	978-1943200009	
Grade 3	The Wind in the Willows (Chapters "The River Bank", "The Open Road", "The Wild Wood", and "Mr. Badger")	Kenneth Grahame	978-0141321134	

Figure: 19 TAC §110.10(f)(5) Required Literary Works List – Fourth Grade

This list of literary works is required as described in administrative rule 19 TAC §110.10.

Grade	Title	Author	ISBN	Designated Read Aloud
Grade 4	The Ant and the Dove (excerpt from Aesop's Fables)	Aesop (adapted and illustrated by Jerry Pinkney)	978-1587170003	
Grade 4	The Boy Who Harnessed the Wind (Picture Book Edition)	William Kamkwamba and Bryan Mealer	979-8217111121	
Grade 4	Brave Irene	William Steig	978-0312564223	
Grade 4	The Door in the Wall (Chapter 1)	Marguerite de Angeli	978-0440227793	Read Aloud
Grade 4	Dreams	Langston Hughes		
Grade 4	Marquette in Iowa (excerpt from Stories of Great Americans for Little Americans)	Edward Eggleston	978-1482036718	
Grade 4	Number the Stars	Lois Lowry	978-0547577098	
Grade 4	Old Stormalong, The Seafaring Sailor	Carol Beach York	978-0893753139	
Grade 4	The Road Not Taken	Robert Frost		
Grade 4	Robinhood and the Golden Arrow (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	
Grade 4	Saint Francis of Assisi	Tim Ladwig	978-1640605527	
Grade 4	Sea Fever	John Masefield		
Grade 4	The Spirit of the Renaissance	State of Texas	978-1-970198-97-3	Read Aloud
Grade 4	St. George and the Dragon (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	
Grade 4	Stone Fox	John Reynolds Gardiner	978-0064401326	
Grade 4	The Story of King Arthur and His Knights (Part 1 "The Winning of Kinghood" Chapters 1 and 2)	Howard Pyle (adapted by Tania Zamorsky)	978-1454945314	Read Aloud
Grade 4	Sundiata: The Lion King of Mali	David Wisniewski	978-0395764817	
Grade 4	Thunderstorm in Church	Louise A. Vernon	978-0836117394	

Grade 4	Treasure Island (Classic Adventures)	Robert Louis Stevenson (adapted by Jacqueline Dembar Greene)	978-1946260260	
Grade 4	Who Was Leonardo Da Vinci? (Chapter 1 "Who Was Leonardo DaVinci?", Chapter 2 "The Unwanted Boy", Chapter 3 "The Art Studio" and Chapter 4 "The Wider World")	Roberta Edwards	978-0448443010	
Grade 4	The Wreck of the Zephyr	Chris Van Allsburg	978-0544050051	

Figure: 19 TAC §110.10(f)(6) Required Literary Works List – Fifth Grade

This list of literary works is required as described in administrative rule 19 TAC §110.10.

Grade	Title	Author	ISBN
Grade 5	Adventures of Don Quijote (Dover Children's Thrift Classics)	Argentina Palacios	978-0486407913
Grade 5	Journey to America (excerpt "Are You My Papa?")	Sonia Levitin	978-0689711305
Grade 5	Casey at the Bat	Ernest Lawrence Thayer	
Grade 5	A Christmas Carol (Children's Version)	Charles Dickens (Adaptation by Gil Tavner)	978-1912464012
Grade 5	The Colonization of Texas: Missions and Settlers	Stephanie Kuligowski	978-1433350443
Grade 5	Declaration of Independence in Translation: What It Really Means	Amy Jane Leavitt	978-1515762508
Grade 5	The Lion, the Witch, and the Wardrobe	C. S. Lewis	978-0064471046
Grade 5	Mark Twain (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092
Grade 5	The Mayflower Compact	William Brewster, William Bradford, Edward Winslow	
Grade 5	The Monkey and the Camel (excerpts from Fables)	Arnold Lobel	978-0064430463
Grade 5	A More Perfect Union: The Story of Our Constitution	Betsy Maestro	978-0688101923
Grade 5	The Phantom Tollbooth	Norton Juster	978-0394820378
Grade 5	Sam Houston: A Fearless Statesman	Joanne Mattern	978-1433350498
Grade 5	Thomas Jefferson	Mike Venezia	978-0516226088
Grade 5	The Village Blacksmith	Henry Wadsworth Longfellow	
Grade 5	Who was Davy Crockett? (Chapter 1 "Who was Davy Crockett?")	Gail Herman	978-0448467047
Grade 5	The Wright Brothers: Pioneers of American Aviation (Chapter 2 "Get It Right On Paper," Chapter 11 "In the Bicycle Business," and Chapter 15 "Kitty Hawk")	Quentin Reynolds	978-0394847009

ATTACHMENT II
Text of Proposed New 19 TAC

Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading

Subchapter B. Middle School

§110.30. Literary Works Lists, Grades 6-8, Adopted 2026.

- (a) This section implements the requirements of Texas Education Code (TEC), §28.002(c-4), and, in conjunction with Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies), implements the requirements of TEC, §28.002(a)(2)(G), (h), and (h-1).
- (b) The literary works included in the figures in subsection (f)(1)-(3) of this section shall be included in instruction at the designated grade level. Each required literary work shall be read in its entirety unless otherwise indicated in the figures in subsection (f)(1)-(3) of this section.
- (c) Students shall demonstrate proficiency in the student expectations described in §§110.22-110.24 of this chapter (relating to English Language Arts and Reading, Grade 6, Adopted 2017; English Language Arts and Reading, Grade 7, Adopted 2017; and English Language Arts and Reading, Grade 8, Adopted 2017) using, at a minimum, the required literary works listed in the figures in subsection (f)(1)-(3) of this section. The literary works required by this section represent the minimum literary works to be read by students in that grade. Additional literary works to be used in instruction may be selected at the local level. When making local selections of additional literary works for instruction in English language arts and reading, school districts and charter schools should prioritize texts with content that reinforces required student expectations of knowledge from other subjects, including social studies.
- (d) It is recommended that students read from printed versions of required literary works as opposed to digital copies on digital devices.
- (e) Literary works listed in the figures for Grades 6-12 are organized by grouping required titles into a set. Each set of literary works identifies an anchor work along with additional shorter works that may be read to support the anchor, with the shorter works denoted in the figures with a set a of dashes that points back to each anchor. This approach to grouping is recommended as an option to consider for instruction but is not required.
- (f) The literary works lists to be used by school districts and charter schools are provided in the figures in this subsection.
 - (1) Grade 6 list, entitled "Required Literary Works - Grade 6."
Figure: 19 TAC §110.30(f)(1)
 - (2) Grade 7 list, entitled "Required Literary Works - Grade 7."
Figure: 19 TAC §110.30(f)(2)
 - (3) Grade 8 list, entitled "Required Literary Works - Grade 8."
Figure: 19 TAC §110.30(f)(3)
- (g) For each literary work that has an associated International Standard Book Number (ISBN), the ISBN is included in the figures in subsection (f)(1)-(3) of this section. For literary works without an ISBN, the Texas Education Agency (TEA) shall maintain a website providing information on how to identify the specific version of the literary work. Some literary works are available in multiple versions, and, as such, districts and charter schools shall use a version of each required literary work that includes text that is identical to the version featured in the ISBN listed in the figures in subsection (f)(1)-(3) of this section or the information maintained on the TEA website.
- (h) In accordance with TEC, §26.010, a parent retains the right to temporarily remove the parent's child from instruction in a required literary work that conflicts with the parent's religious or moral beliefs if the parent

presents or delivers to the teacher of the parent's child a written statement authorizing the removal of the child from the instruction. If a graded assignment or local assessment is based solely on the content of a required literary work for which a parent exercised a right under TEC, §26.010, the school district or charter school is encouraged, but not required, to provide an alternative graded assignment or local assessment that is based on an alternative literary work provided for the student who was removed from instruction.

- (i) In the event the commissioner of education determines that a literary work required in any of the figures in subsection (f)(1)-(3) of this section is no longer available at a reasonable cost at the volume required for implementation across the state, the commissioner shall report that finding to the State Board of Education (SBOE), and the SBOE may consider an amendment to remove that specific literary work from the relevant figure, subject to holding two board meetings for a first and second reading without a separate meeting for discussion before first reading.

Figure: 19 TAC §110.30(f)(1) Required Literary Works List – Sixth Grade

This list of literary works is required as described in administrative rule 19 TAC §110.30.

Grade	Title	Author	ISBN
Grade 6	Johnny Tremain	Esther Forbes	978-0547614328
Grade 6	— Do Not Go Gentle Into That Good Night	Dylan Thomas	
Grade 6	— Give Me Liberty or Give Me Death	Patrick Henry	
Grade 6	— Paul Revere’s Ride	Henry Wadsworth Longfellow	978-0140556124
Grade 6	The Prince and the Pauper: A Full Length Play	Anne Coulter Martens	9780871294173
Grade 6	— Seventh Grade (excerpt from Baseball in April and Other Stories)	Gary Soto	978-0152025670
Grade 6	— The Selfish Giant	Oscar Wilde	
Grade 6	Phineas Gage: A Gruesome but True Story about Brain Science	John Fleischman	978-0618494781
Grade 6	— The Hippocratic Oath (Modern)	Dr. Louis Lasagna	
Grade 6	— The Human Abstract	William Blake	
Grade 6	Across Five Aprils	Irene Hunt	978-0425182789
Grade 6	— Abraham Lincoln, A Man of Faith and Courage: Stories of Our Most Admired President (Chapter 7 “The Road Back to God”)	Joe Wheeler	978-1982116514
Grade 6	— The Blue and The Gray	Francis Miles Finch	
Grade 6	— The Gettysburg Address	Abraham Lincoln	
Grade 6	All Creatures Great and Small	James Herriot	978-1250057839
Grade 6	— The Power of the Dog	Rudyard Kipling	
Grade 6	— A White Heron	Sarah Orne Jewett	978-1479462186
Grade 6	— Do Not Be Anxious (Book of Matthew, Chapter 6 Verses 25-34)	New Testament (trans. ESV)	979-8874903398
Grade 6	— The Peace of the Wild Things	Wendell Berry	

Figure: 19 TAC §110.30(f)(2) Required Literary Works List – Seventh Grade

This list of literary works is required as described in administrative rule 19 TAC §110.30.

Grade	Title	Author	ISBN
Grade 7	A Wrinkle in Time	Madeleine L'Engle	978-0312367541
Grade 7	└-- A Sound of Thunder (excerpt from The Golden Apples of the Sun)	Ray Bradbury	978-0380730391
Grade 7	└-- Jonah and the Whale (Book of Jonah)	Hebrew Bible / Old Testament (trans. NIRV)	978-0310445906
Grade 7	└-- Kindness	Naomi Shihab Nye	
Grade 7	The Miracle Worker: A Play	William Gibson	978-1416590842
Grade 7	└-- The Definition of Love (Book of 1 Corinthians, Chapter 13)	New Testament (trans. ESV)	979-8874903398
Grade 7	└-- Helen Keller's Speech in 1925 at the International Convention	Helen Keller	
Grade 7	└-- Reflecting on Braille Literacy Month: A Look at the History of Braille in the United States	Aaron Preece	
Grade 7	Anne Frank: The Diary of a Young Girl, Original Edition	Anne Frank, translated from the Dutch by B.M. Mooyaart	978-6057462299
Grade 7	└-- Blessed is the Match	Hannah Szenes	
Grade 7	└-- Beyond Courage: The Untold Story of Jewish Resistance During the Holocaust (Part One "The Realization," Part Two "Saving the Future," and Part Three "In the Ghettos")	Doreen Rappaport	978-0763669287
Grade 7	└-- Letter to the Hebrew Congregation at Newport	George Washington	
Grade 7	The Outsiders	S. E. Hinton	978-0142407332
Grade 7	└-- Nothing Gold Can Stay	Robert Frost	
Grade 7	└-- Thank You, M'am	Langston Hughes	978-0886824785
Grade 7	Watership Down	Richard Adams	978-0743277709
Grade 7	└-- Duty, Honor, Country (General MacArthur's Farewell Speech Given to the Cadets at West Point, 1962)	Douglas MacArthur	
Grade 7	└-- Ulysses S. Grant's General Order 108 to the "Soldiers of the Armies of the United States"	Ulysses S. Grant	
Grade 7	└-- The Shepherd's Psalm (Book of Psalms, Chapter 23)	Hebrew Bible / Old Testament (trans. KJV)	978-0718097905

Figure: 19 TAC §110.30(f)(3) Required Literary Works List – Eighth Grade

This list of literary works is required as described in administrative rule 19 TAC §110.30.

Grade	Title	Author	ISBN
Grade 8	Isaac's Storm: A Man, a Time, and the Deadliest Hurricane in History	Erik Larson	9780375708275
Grade 8	└-- The Hurricane	José María Heredia	
Grade 8	└-- The Rime of the Ancient Mariner	Samuel Taylor Coleridge	
Grade 8	The Adventures of Sherlock Holmes ("A Scandal in Bohemia", "The Red-Headed League", and "The Adventure of the Blue Carbuncle")	Sir Arthur Conan Doyle	979-8558812718
Grade 8	└-- The Celebrated Jumping Frog	Mark Twain	978-1948132893
Grade 8	└-- The Tell-Tale Heart	Edgar Allan Poe	
Grade 8	The Giver	Lois Lowry	978-0544336261
Grade 8	└-- Harrison Bergeron (excerpt from Welcome to the Monkey House)	Kurt Vonnegut	978-0385333504
Grade 8	└-- The Man in the Arena Passage (excerpt from Citizenship in a Republic speech by Teddy Roosevelt in 1910)	Teddy Roosevelt	
Grade 8	└-- O Me! O Life!	Walt Whitman	
Grade 8	The Tempest	William Shakespeare (edited by Barbara A. Mowat)	978-0743482837
Grade 8	└-- Speech to the Troops at Tilbury	Queen Elizabeth I	
Grade 8	└-- The Lady, or the Tiger?	Frank R. Stockton	978-1479477944
Grade 8	To Kill a Mockingbird	Harper Lee	978-0060935467
Grade 8	└-- Harlem: A Dream Deferred	Langston Hughes	
Grade 8	└-- I Have a Dream	Martin Luther King, Jr.	
Grade 8	└-- Inaugural Address	John F. Kennedy	
Grade 8	└-- The Eight Beatitudes (Book of Matthew, Chapter 5 Verses 1-12)	New Testament (trans. KJV)	978-0718097905
Grade 8	└-- What to the Slave Is the Fourth of July?	Frederick Douglass	

ATTACHMENT III
Text of Proposed New 19 TAC

Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading

Subchapter C. High School

§110.70. Literary Works Lists, High School, Adopted 2026.

- (a) This section implements the requirements of Texas Education Code (TEC), §28.002(c-4), and, in conjunction with Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies), implements the requirements of TEC, §28.002(a)(2)(G), (h), and (h-1).
- (b) The literary works included in the figures in subsection (f)(1)-(4) of this section shall be included in instruction at the designated grade level. Each required literary work shall be read in its entirety unless otherwise indicated in the figures in subsection (f)(1)-(4) of this section.
- (c) Students shall demonstrate proficiency in the student expectations described in §§110.36-110.39 of this chapter (relating to English Language Arts and Reading, English I (One Credit), Adopted 2017; English Language Arts and Reading, English II (One Credit), Adopted 2017; English Language Arts and Reading, English III (One Credit), Adopted 2017; and English Language Arts and Reading, English IV (One Credit), Adopted 2017) using, at a minimum, the required literary works listed in the figures in subsection (f)(1)-(4) of this section. The literary works required by this section represent the minimum literary works to be read by students in that grade. Additional literary works to be used in instruction may be selected at the local level. When making local selections of additional literary works for instruction in English language arts and reading, school districts and charter schools should prioritize texts with content that reinforces required student expectations of knowledge from other subjects, including social studies.
- (d) It is recommended that students read from printed versions of required literary works as opposed to digital copies on digital devices.
- (e) Literary works listed in the figures for Grades 6-12 are organized by grouping required titles into a set. Each set of literary works identifies an anchor work along with additional shorter works that may be read to support the anchor, with the shorter works denoted in the figures with a set of dashes that points back to each anchor. This approach to grouping is recommended as an option to consider for instruction but is not required.
- (f) The literary works lists to be used by school districts and charter schools are provided in the figures in this subsection.
 - (1) English I list, entitled "Required Literary Works - English I."
Figure: 19 TAC §110.70(f)(1)
 - (2) English II list, entitled "Required Literary Works - English II."
Figure: 19 TAC §110.70(f)(2)
 - (3) English III list, entitled "Required Literary Works - English III."
Figure: 19 TAC §110.70(f)(3)
 - (4) English IV list, entitled "Required Literary Works - English IV."
Figure: 19 TAC §110.70(f)(4)
- (g) For each literary work that has an associated International Standard Book Number (ISBN), the ISBN is included in the figures in subsection (f)(1)-(4) of this section. For literary works without an ISBN, the Texas Education Agency (TEA) shall maintain a website providing information on how to identify the specific version of the literary work. Some literary works are available in multiple versions, and, as such, districts and charter schools shall use a version of each required literary work that includes text that is

identical to the version featured in the ISBN listed in the figures in subsection (f)(1)-(4) of this section or the information maintained on the TEA website.

- (h) In accordance with TEC, §26.010, a parent retains the right to temporarily remove the parent's child from instruction in a required literary work that conflicts with the parent's religious or moral beliefs if the parent presents or delivers to the teacher of the parent's child a written statement authorizing the removal of the child from the instruction. If a graded assignment or local assessment is based solely on the content of a required literary work for which a parent exercised a right under TEC, §26.010, the school district or charter school is encouraged, but not required, to provide an alternative graded assignment or local assessment that is based on an alternative literary work provided for the student who was removed from instruction.
- (i) In the event the commissioner of education determines that a literary work required in any of the figures in subsection (f)(1)-(4) of this section is no longer available at a reasonable cost at the volume required for implementation across the state, the commissioner shall report that finding to the State Board of Education (SBOE), and the SBOE may consider an amendment to remove that specific literary work from the relevant figure, subject to holding two board meetings for a first and second reading without a separate meeting for discussion before first reading.

Figure: 19 TAC §110.70(f)(1) Required Literary Works List – English I

This list of literary works is required as described in administrative rule 19 TAC §110.70.

Course	Title	Author	ISBN
English I	Animal Farm	George Orwell	9780451526342
English I	└─ Federalist Papers No. 10	James Madison	
English I	└─ Federalist Papers No. 51	James Madison	
English I	└─ I, Pencil	Leonard E. Read	9781572462090
English I	└─ Ozymandias	Percy Bysshe Shelley	
English I	└─ The Clever Teens' Guide to the Russian Revolution	Felix Rhodes	978-1542689922
English I	Antigone	Sophocles (2005th Publishing Edition)	978-1580493888
English I	└─ Thanatopsis	William Cullen Bryant	
English I	└─ The Monkey's Paw (excerpt from The Monkey's Paw and Other Stories)	W. W. Jacobs	979-8344229072
English I	Great Expectations	Charles Dickens	978-0486415864
English I	└─ Love Is Not All (excerpt from Fatal Interview)	Edna St. Vincent Millay	
English I	└─ A Brief History of Life in Victorian Britain (Chapter 1 "Symbol of an Age", Chapter 2 "The Masses". and Chapter 6 "Religion")	Michael Paterson	978-0762435180
English I	The Odyssey	Homer (translated by Robert Fagles)	978-0140268867
English I	└─ David and Goliath (Book of 1 Samuel, Chapter 17)	Hebrew Bible / Old Testament (trans. NIRV)	978-0310445906
English I	└─ Odysseus	W. S. Merwin	
English I	Night	Elie Wiesel	978-0374500016
English I	└─ Lamentations 3 (Book of Lamentations, Chapter 3)	Hebrew Bible / Old Testament (trans. JPS Tanakh 1917)	
English I	└─ The Perils of Indifference (excerpt from White House Official Transcript of Remarks at Millennium Evening)	Elie Wiesel	
English I	└─ The Survivor	Primo Levi	

Figure: 19 TAC §110.70(f)(2) Required Literary Works List – English II

This list of literary works is required as described in administrative rule 19 TAC §110.70.

Course	Title	Author	ISBN
English II	Beowulf	Unknown Poet (translated by Burton Raffel)	978-0451530967
English II	└-- The Charge of the Light Brigade	Alfred Lord Tennyson	
English II	└-- Twelve Angry Men	Reginald Rose	978-0143104407
English II	Fahrenheit 451	Ray Bradbury	978-1451673319
English II	└-- Dear Mr. McCarthy, I Am Very Real (excerpt, Section 1 from Palm Sunday: An Autobiographical Collage)	Kurt Vonnegut	978-0385334266
English II	└-- What is Capitalism? (excerpt, Section 1 from Capitalism, The Unknown Ideal)	Ayn Rand	
English II	└-- Flattering Unction (excerpt, Chapter 1 from The Vision of the Anointed)	Thomas Sowell	978-0465089949
English II	└-- The Veldt (excerpt from The Illustrated Man)	Ray Bradbury	978-0006479222
English II	Frankenstein	Mary Shelley	978-0486282114
English II	└-- Prometheus	Johann Wolfgang von Goethe	
English II	└-- The Tower of Babel (Book of Genesis, Chapter 11 Verses 1-9)	Hebrew Bible / Old Testament (trans. NIRV)	978-0310445906
English II	└-- Why Frankenstein Matters	Audrey Shafer	
English II	A Separate Peace	John Knowles	978-0743253970
English II	└-- The Necklace	Guy de Maupassant (translated by Johnathan Sturges)	979-8317021467
English II	└-- The Scarlet Ibis	James Hurst	978-0886820008
English II	└-- The Soldier	Rupert Brooke	
English II	The Tragedy of Julius Caesar	William Shakespeare	978-0451526892
English II	└-- Eulogy for President Reagan	Margaret Thatcher	
English II	└-- Pericles' Funeral Oration (excerpt of Book 2 from Chapters 34 - 46 of History of the Peloponnesian War)	Thucydides (edited by M.I. Finley and translated by Rex Warner)	978-0140440393
English II	└-- The Raven	Edgar Allen Poe	

Figure: 19 TAC §110.70(f)(3) Required Literary Works List – English III

This list of literary works is required as described in administrative rule 19 TAC §110.70.

Course	Title	Author	ISBN
English III	The Alchemist	Paulo Coelho	978-0061122415
English III	└-- To Build a Fire (excerpt from To Build a Fire and Other Stories)	Jack London	978-0553213355
English III	└-- We Choose to Go to the Moon	John F. Kennedy	
English III	└-- Ithaka	C.P. Cavafy	
English III	Of Mice and Men	John Steinbeck	978-0140177398
English III	└-- To Everything There is a Season (Book of Ecclesiastes, Chapter 3)	Hebrew Bible / Old Testament (trans. KJV)	978-0718097905
English III	└-- First Inaugural Address	Franklin Delano Roosevelt	
English III	└-- I'd Rather Not Be on Relief	Lester Hunter	
English III	└--The Chrysanthemums (excerpt from the Chrysanthemums and Other Stories)	John Steinbeck	978-0146000980
English III	└-- To a Mouse	Robert Burns	
English III	The Crucible	Arthur Miller	979-8261991502
English III	└-- Federalist Paper No. 78	Alexander Hamilton	
English III	└-- Lyceum Address	Abraham Lincoln	
English III	└--Democracy in America (Chapter XVII: Principal Causes Maintaining the Democratic Republic – Part IV – First & Second Section)	Alexis de Tocqueville	979-8458364546
English III	└-- Young Goodman Brown	Nathaniel Hawthorne	978-1557423627
English III	The Great Gatsby	F. Scott Fitzgerald	978-0743273565
English III	└-- Annual Message (Four Freedoms) to Congress	Franklin Delano Roosevelt	
English III	└-- Labor Unions in A Free Market	Ernest van den Haag	
English III	└--Only Yesterday: An Informal History of the 1920s – A Classic Chronicle of Scandal, Prosperity, and the Great Depression (Chapter I “Prelude: May, 1919,” Chapter VII “Coolidge Prosperity,” and Chapter XII “The Big Bull Market”)	Frederick Lewis Allen	978-0060956653
English III	└-- We Wear the Mask	Paul Lawrence Dunbar	

English III	The Scarlet Letter	Nathaniel Hawthorne	978-0486280486
English III	└-- If	Rudyard Kipling	
English III	└— The Minister's Black Veil	Nathaniel Hawthorne	979-8394407857

Figure: 19 TAC §110.70(f)(4) Required Literary Works List – English IV

This list of literary works is required as described in administrative rule 19 TAC §110.70.

Course	Title	Author	ISBN / LCCN
English IV	Hamlet	William Shakespeare	978-0743477123
English IV	└-- Hamlet and His Problems (excerpt from The Sacred Wood: Essays on Poetry and Criticism)	T. S. Eliot	
English IV	└-- The Death of Ivan Ilych	Leo Tolstoy (translated by Robert Nisbet Bain)	979-8319379375
English IV	└-- The Love Song of J. Alfred Prufrock	T. S. Eliot	
English IV	Pride and Prejudice	Jane Austen	978-0141439518
English IV	└-- “Hope” is the thing with feathers	Emily Dickinson	
English IV	└-- The Parson’s Daughter of Oxney Colne	Anthony Trollope	978-1482079876
English IV	└-- When I Was One-and-Twenty	A. E. Housman	
English IV	The Divine Comedy	Dante Alighieri	978-1840221664
English IV	└-- The Book of Job (Book of Job, Chapters 1-7, 11, 14, 19, 28, 38-42)	Hebrew Bible / Old Testament (trans. NIRV)	978-0310445906
English IV	└-- I’ve Been to the Mountaintop	Martin Luther King, Jr.	
English IV	└-- The Middle Ages: A Very Short Introduction (Chapter 1 “The ‘Middle’ Ages?,” Chapter 2 “People and Their Lifestyles,” Chapter 3 “The Big Idea: Christian Salvation,” and Chapter 4 “Kingship, Lordship, and Government”)	Miri Rubin	978-0199697298
English IV	Up From Slavery	Booker T. Washington	978-0452264014
English IV	└-- Everyday Use	Alice Walker	978-0813520766
English IV	└--Frederick Douglass	Robert Hayden	
English IV	└-- Narrative of the Life of Frederick Douglass (Chapter 1)	Frederick Douglass	
English IV	└-- A Psalm of Life	Henry Wadsworth Longfellow	
English IV	Walden	Henry David Thoreau	979-8374732030
English IV	└-- Autobiography (Part One)	Benjamin Franklin	
English IV	└-- The Open Boat	Stephen Crane	978-1493688616

ATTACHMENT IV
Text of Proposed New 19 TAC

**Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and
Reading and English as a Second Language**

Subchapter A. Elementary

§128.10. Literary Works Lists, Kindergarten-Grade 5, Adopted 2026.

- (a) This section implements the requirements of Texas Education Code (TEC), §28.002(c-4) and, in conjunction with Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies), implements the requirements of TEC, §28.002(a)(2)(G), (h), and (h-1).
- (b) The literary works in an English or Spanish version included in the figures in subsection (f)(1)-(6) of this section shall be included in instruction at the designated grade level for students receiving instruction in Spanish Language Arts and Reading. Each required literary work shall be read in its entirety unless otherwise indicated in the figures in subsection (f)(1)-(6) of this section.
- (c) Students shall demonstrate proficiency in the student expectations described in §§128.2-128.7 of this chapter (relating to Spanish Language Arts and Reading, Kindergarten, Adopted 2017; Spanish Language Arts and Reading, Grade 1, Adopted 2017; Spanish Language Arts and Reading, Grade 2, Adopted 2017; Spanish Language Arts and Reading, Grade 3, Adopted 2017; Spanish Language Arts and Reading, Grade 4, Adopted 2017; and Spanish Language Arts and Reading, Grade 5, Adopted 2017) using, at a minimum, the required literary works listed in the figures in subsection (f)(1)-(6) of this section. The literary works required by this section represent the minimum literary works to be read for students in that grade. Additional literary works to be used in instruction may be selected at the local level. When making local selections of additional literary works for instruction in Spanish language arts and reading, school districts and charter schools should prioritize texts with content that reinforces required student expectations of knowledge from other subjects, including social studies.
- (d) It is recommended that students read from printed versions of required literary works as opposed to digital copies on digital devices.
- (e) Students in Kindergarten-Grade 4, are still developing proficiency in beginning reading and writing skills. Specific reading material used to develop those reading and writing skills, including decodable readers and grammar and handwriting guidance documents, are necessary to support that instruction but are not referenced in this section. Student expectations related to listening and speaking in those grades can be supported by exposing students to a range of literary works with more complex vocabulary. Consequently, certain literary works required by this section in Kindergarten-Grade 4 are noted as being recommended for implementation as being read aloud to the student as noted in the figures in subsection (f)(1)-(6) of this section. Even if a literary work is listed with a recommendation that it be read aloud, it may be read directly by students when appropriate, potentially with adult assistance. If a literary work is not listed with a recommendation that it be read aloud, it must be read by students, with adult assistance where necessary.
- (f) The literary works lists to be used by school districts and charter schools are provided in the figures in this paragraph.
 - (1) Kindergarten list, entitled "Required Spanish Literary Works - Kindergarten,"
Figure: 19 TAC §128.10(f)(1)
 - (2) Grade 1 list, entitled "Required Spanish Literary Works - Grade 1,"
Figure: 19 TAC §128.10(f)(2)
 - (3) Grade 2 list, entitled "Required Spanish Literary Works - Grade 2,"
Figure: 19 TAC §128.10(f)(3)

- (4) Grade 3 list, entitled "Required Spanish Literary Works - Grade 3,"
Figure: 19 TAC §128.10(f)(4)
- (5) Grade 4 list, entitled "Required Spanish Literary Works - Grade 4,"
Figure: 19 TAC §128.10(f)(5)
- (6) Grade 5 list, entitled "Required Spanish Literary Works - Grade 5,"
Figure: 19 TAC §128.10(f)(6)
- (g) All titles must be taught, either in English or in Spanish. The determination as to whether a title is taught in English or Spanish is based on the language of instruction determined by the Language Proficiency Assessment Committee (LPAC) as applicable, and the bilingual program model as described in Chapter 89, Subchapter BB, of this title (relating to Commissioner's Rules Concerning State Plan for Educating Emergent Bilingual Students) and further adjusted based on individual student need.
- (h) For each literary work that has an associated International Standard Book Number (ISBN), the ISBN is included in the figures in subsection (f)(1)-(6) of this section. For literary works without an ISBN, the Texas Education Agency (TEA) shall maintain a website providing information on how to identify the specific version of the literary work. Some literary works are available in multiple versions, and, as such, districts and charter schools shall use a version of each required literary work that includes text that is identical to the version featured in the ISBN listed in the figures in subsection (f)(1)-(6) of this section or the information maintained on the TEA website.
- (i) In accordance with TEC, §26.010, a parent retains the right to temporarily remove the parent's child from instruction in a required literary work that conflicts with the parent's religious or moral beliefs if the parent presents or delivers to the teacher of the parent's child a written statement authorizing the removal of the child from the instruction. If a graded assignment or local assessment is based solely on the content of a required literary work for which a parent exercised a right under TEC, §26.010, the school district or charter school is encouraged, but not required, to provide an alternative graded assignment or local assessment that is based on an alternative literary work provided for the student who was removed from instruction.
- (i) In the event the commissioner of education determines that a literary work required in any of the figures in subsection (f)(1)-(6) of this section is no longer available at a reasonable cost at the volume required for implementation across the state, the commissioner shall report that finding to the State Board of Education (SBOE), and the SBOE may consider an amendment to remove that specific literary work from the relevant figure subject to holding two board meetings for a first and second reading without a separate meeting for discussion before first reading.

Figure: 19 TAC §128.10(f)(1) Required Literary Works List – Kindergarten

This list of literary works is required as described in administrative rule 19 TAC §128.10.

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Kinder	Anansi the Spider: A Tale from the Ashanti	Gerald McDermott	978-0805003116	Anansi: En Busca de las Estrellas	Juan Diego González	979-8334061996	Read Aloud
Kinder	April Rain Song	Langston Hughes		Cancion de la lluvia de abril	Langston Hughes		Read Aloud
Kinder	Are You My Mother?	P. D. Eastman	978-0394800189	¿Eres tú mi mamá?	P.D. Eastman	978-0553539899	Read Aloud
Kinder	The Bald Eagle	Norman Pearl	978-1404826458	El águila de Estados Unidos	Dona Herweck Rice	978-1493829651	Read Aloud
Kinder	Blueberries for Sal	Robert McCloskey	978-0670175918	Arandanos para Sal	Robert McCloskey	978-8484703662	Read Aloud
Kinder	The Cat in the Hat	Dr. Seuss	978-0394800011	The Cat in the Hat/El Gato Ensombrerado (Bilingual English-Spanish Edition)	Dr. Suess	978-0553524437	Read Aloud
Kinder	Chicka Chicka Boom Boom	Bill Martin Jr. and John Archambault	978-0689835681	Chicka Chicka Bum Bum	Bill Martin Jr. and John Archambault	978-1534418370	Read Aloud
Kinder	Cinderella	Marcia Brown	978-0689814747	Cinderella/Cenicienta	Francesca Boada (adapted by)	978-0811830904	Read Aloud
Kinder	Classic Nursery Rhymes (selected excerpts: Baa Baa Black Sheep, Hey Diddle Diddle, Hickory Dickory Dock, Humpty Dumpty, Jack and Jill, Little Boy Blue, Little Miss Muffet, Mary Had a Little Lamb, Old King Cole, One Two Buckle My Shoe)	Nicola Baxter (compiler)	978-1843228370	La Madre Goose: Nursery Rhymes for los niños (Selected excerpts: Maria Had A Little Oveja, Baa Baa Black Oveja, This Little Cerdo Went to Market, Three Little Gatitos, Peter, Peter, Calabaza, Maria, Maria Without Alegria, Little Miss Amarilla, Young Juan Ramon, Monday's Niño, One Potato, Dos Potatoes)	Susan Middleton Elya	978-0399251573	Read Aloud

Kinder	George Washington and the Cherry Tree (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	George Washington y el cerezo (excerpt from El libro de las virtudes para niños)	William J. Bennett (editor)	978-8440665089	Read Aloud
Kinder	The Golden Rule	State of Texas	978-1-970198-94-2	La Reglas de oro	State of Texas	978-1-970198-99-7	Read Aloud
Kinder	The Grasshopper and the Ant	Jerry Pinkney (retold from Aesop)	978-0316400817	La cigarra y la hormiga y otras fábulas	Estudio PE S.A.C.	978-6070786365	Read Aloud
Kinder	Goldilocks and the Three Bears	Jim Aylesworth	978-0439395458	Ricitos de oro y los tres osos	Candice Ransom	978-0769638157	Read Aloud
Kinder	The Keeping Quilt	Patricia Polacco	978-0689844478	La colcha de los recuerdos	Patricia Polacco	978-1880507544	Read Aloud
Kinder	L is for Lone Star: A Texas Alphabet	Carol Crane	978-1585360192	Todos al Rodeo! A Vaquero Alphabet Book	María Alma González Pérez	978-0982242278	Read Aloud
Kinder	The Little Red Hen (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	La gallanita roja (excerpt from El libro de las virtudes para niños)	William J. Bennett (editor)	978-8440665089	Read Aloud
Kinder	The Lion and the Mouse (excerpt from The Children's Book of Virtues)	William J. Bennett	978-0684813530 (editor)	El leon y el raton (excerpt from El libro de las virtudes para niños)	William J. Bennett (editor)	978-8440665089	Read Aloud
Kinder	Luna Loves Art	Joseph Coelho	978-1684640461	A Luna le encanta el museo	Joseph Coelho and Fiona Lumbers	978-6075573175	Read Aloud
Kinder	A Picture Book of George Washington	David A. Adler	978-0823440597	George Washington: A Bilingual Biography for Kids / Una biografía bilingüe para niños (Bilingual Biographies)	Claudia Alonso	978-1960304384	Read Aloud
Kinder	A Picture Book of Thomas Alva Edison	David A. Adler	978-0823414147	Thomas Edison: La revolución de la luz	Nick Cimarusti	978-1087644523	Read Aloud
Kinder	The Runaway Bunny	Margaret Wise Brown	978-0064430180	El conejito andarín	Margaret Wise Brown	978-0060776947	Read Aloud

Kinder	Snow White and the Seven Dwarfs (Fairytale Classics)	Anne Bowles	978-1788811910	Blancanieves y los siete enanitos: Cuento corto clásico infantil	Rosa G Pagano	979-8285387008	Read Aloud
Kinder	The Snowy Day	Ezra Jack Keats	978-0670654000	The Snowy Day / Un día de nieve (English and Spanish Edition)	Ezra Jack Keats	978-1595192776	Read Aloud
Kinder	Three Billy Goats Gruff	Paul Galdone	978-0899190358	Los tres chivitos Gruff	Mac Barnett	978-1339043630	Read Aloud
Kinder	The Three Little Pigs	Paul Galdone	978-0899192758	The Three Little Pigs/ Los tres cerditos Bilingual Storybook	Patricia Seibert	978-0769638188	Read Aloud
Kinder	The Tortoise and the Hare (excerpt from Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	La Liebra y la tortuga (excerpt from El libro de las virtudes para niños)	William J. Bennett (editor)	978-8440665089	Read Aloud
Kinder	The Very Hungry Caterpillar	Eric Carle	978-0399208539	The Very Hungry Caterpillar/La oruga muy hambrienta (Bilingual English-Spanish Edition)	Eric Carle	978-0399256042	Read Aloud
Kinder	You Are Special	Max Lucado	978-1433522673	Tú eres especial	Max Lucado	978-0789907523	Read Aloud

Figure: 19 TAC §128.10(f)(2) Required Literary Works List – First Grade

This list of literary works is required as described in administrative rule 19 TAC §128.10.

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Grade 1	Abe Lincoln: The Boy Who Loved Books	Kay Winters	978-1416912682	Soy Abraham Lincoln	Brad Meltzer	978-1543386028	Read Aloud
Grade 1	Ada Twist, Scientist	Andrea Beaty	978-1419721373	Ada Magnífica, científica	Andrea Beaty	978-1644730348	Read Aloud
Grade 1	Amelia Bedelia First Day of School	Herman Parish	978-0061544576	Amelia Bedelia	Peggy Parish	978-1880507759	Read Aloud
Grade 1	Exploring America's Symbols	State of Texas	978-1-970198-95-9	Explorando los símbolos de los Estados Unidos	State of Texas	978-1-970198-XX-2	Read Aloud
Grade 1	A Beautiful Day in the Neighborhood (selected excerpts: Won't You Be My Neighbor, I Like You As You Are, Children Can, Smile in Your Pocket, Take My Time, What Can You Hear?, I'd Like to Be Like Mom and Dad, Summer Rain, Are You Brave?, The King and the Ocean, Then You Heart is Full of Love, The Truth Will Make You Free, You're Special, Perfect Day, I'm Proud of You)	Fred Rogers	978-1683693178	El Vecindario de Quinito	Ina Cumpiano	978-0892392292	Read Aloud

Grade 1	The Boy Who Cried Wolf (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	El niño que gritó lobo (excerpt from El libro de las virtudes para niños)	William J. Bennett (editor)	978-8440665089	Read Aloud
Grade 1	Classic Nursery Rhymes (selected excerpts: Jack Be Nimble, Peter Peter Pumpkin Eater, Simple Simon, Sing a Song of Sixpence, There Was an Old Woman, Twinkle Twinkle Little Star, Yankee Doodle)	Nicola Baxter	978-1843228370	La Madre Goose: Nursery Rhymes for los Niños (selected excerpts: Little Boy Azul, Old Madre Rosario, The Itsy Arañita, ¿What are las niñas made of?, ¿What are los niños made of?, Hey Diddle Diddle, Twinkle Twinkle Small Estrella, I see Luna)	Susan Middleton Elya	978-0399251573	Read Aloud
Grade 1	Curious About the White House	Kate Waters	978-0399541452	La Casa Blanca	R. J. Bailey	978-1620315064	Read Aloud
Grade 1	Daniel Boone (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	La Leyenda de Daniel Boone	Eric Blair	978-1404816565	Read Aloud
Grade 1	Danny and the Dinosaur	Syd Hoff	978-0064440028	Danielito y el Dinosaurio	Syd Hoff	978-1933032382	Read Aloud
Grade 1	Davy Crockett (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	Davy Crockett	Emma E. Haldy	978-1534133150	Read Aloud
Grade 1	The Hare in the Moon (excerpt from A Year Full of Stories: 52 classic stories from all around the world (Volume 1))	Angela McAllister	978-1847808684	La liebre en la luna (excerpt from Historias para todo el año)	Angela McAllister	978-8467590814	Read Aloud
Grade 1	The Fox and the Grapes (excerpt from Aesop's Fables: The Classic Edition)	Charles Santore and Aesop	978-1604338102	El zorro y las uvas (excerpt from Fábulas de Esopo)	Aesop (illustrated by Charles Santore)	978-1400349326	Read Aloud

Grade 1	The Frog Prince (excerpt from A Year Full of Stories: 52 classic stories from all around the world (Volume 1))	Angela McAllister	978-1847808684	El príncipe rana (excerpt from Historias para todo el año)	Angela McAllister	978-8467590814	Read Aloud
Grade 1	Invitation (excerpt from Where the Sidewalk Ends)	Shel Silverstein	978-0440850564	Invitación (excerpt from Dónde el camino se corta)	Shel Silverstein	978-8440699626	Read Aloud
Grade 1	Jack and the Beanstalk	Thomas Nelson	978-1646431847	Jack and the Beanstalk, Grades PK - 3 Juan y los frijoles mágicos	Carol Ottolenghi	978-0769638164	Read Aloud
Grade 1	The Legend of the Bluebonnet	Tomie DePaola	978-0698113596	La Leyenda de la flor "el conejo" una antigua leyenda de Texas	Tomie dePaola	978-0590480505	Read Aloud
Grade 1	The Life of Paul Revere	Maria Nelson	978-1433966576	La Vida de Paul Revere	Maria Nelson	978-1433966576	Read Aloud
Grade 1	The Little Engine That Could	Watty Piper	978-0448405209	La pequeña locomotora que sí pudo	Watty Piper	978-0448451091	Read Aloud
Grade 1	Lowly Worm meets the Early Bird	Richard Scarry	978-0679889205	Carros y camiones	Richard Scarry	978-0593815182	Read Aloud
Grade 1	Madeline	Ludwig Bemelmans	978-0140564396	Madeline	Ludwig Bemelmans (translated by Ernesto Livon Grossman)	978-0140557619	Read Aloud
Grade 1	Medio Pollito/Half Chicken: A Folktale in Spanish and English	Alma Flor Ada	978-0440413608	Medio pollito/Half Chicken: A Folktale in Spanish and English	Alma Flor Ada	978-0440413608	Read Aloud
Grade 1	Millions of Cats	Wanda Gág	978-0142407080	Milliones de gatos	Wanda Gág (translated by Lawrence Schimel)	978-8492412891	Read Aloud
Grade 1	Now and Ben: The Modern Inventions of Benjamin Franklin	Gene Barretta	978-0312535698	Benjamin Franklin	Emma E. Haldy	978-1534133143	Read Aloud
Grade 1	The Parable of the Prodigal Son	State of Texas	978-1-970198-98-0	La parábola del hijo pródigo	State of Texas	978-1-970198-XX-1	Read Aloud

Grade 1	A Picture Book of Frederick Douglass	David A. Adler	978-0823412051	Frederick Douglass	Emma E. Haldy	978-1668964491	Read Aloud
Grade 1	Pocahontas (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	Estadounidenses asombrosos: Pocahontas (Amazing Americans: Pocahontas)	Sharon Cohen	978-1493804399	Read Aloud
Grade 1	Rapunzel (excerpt from Usborne Illustrated Grimm's Fairy Tales)	Gill Doherty	978-0746098547	Rapunzel (excerpt from Cuentos ilustrados de los hermanos Grimm)	Gillian Doherty	978-1835406496	Read Aloud
Grade 1	Red Riding Hood	James Marshall	978-0140546934	Caperucita Roja	Teresa Mlawer	978-0988325333	Read Aloud
Grade 1	Rumpelstiltskin (excerpt from Usborne Illustrated Grimm's Fairy Tales)	Gill Doherty	978-0746098547	Rumpelstiltskin (excerpt from Cuentos ilustrados de los hermanos Grimm)	Gillian Doherty	978-1835406496	Read Aloud
Grade 1	Swimmy	Leo Lionni	978-0394817132	Nadarín	Leo Lionni	978-1930332805	Read Aloud
Grade 1	The Tale of Peter Rabbit	Beatrix Potter	978-0723247708	El cuento clásico de Pedrito, el conejo travieso (Little Apple Books) (Spanish Edition)	Beatrix Potter	978-1646430345	Read Aloud
Grade 1	The Ugly Duckling	Jerry Pinkney	978-0688159320	El patito feo	Arianna Candell	978-8494653193	Read Aloud
Grade 1	Wolf in Sheep's Clothing (excerpt from Aesop's Fables: The Classic Edition)	Charles Santore and Aesop	978-1604338102	El lobo con piel de oveja (excerpt from Fábulas de Esopo)	Aesop (illustrated by Charles Santore)	978-1400349326	Read Aloud

Figure: 19 TAC §128.10(f)(3) Required Literary Works List – Second Grade

This list of literary works is required as described in administrative rule 19 TAC §128.10.

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Grade 2	America Is...	Louise Borden	978-1416902867	Mi bandera	Ellen K Mitten	978-1634301299	Read Aloud
Grade 2	Beauty and the Beast	Marianna Mayer	978-0689711510	Beauty and the Beast / La Bella y la bestia	Joana Costa Knufinke (adapted by)	979-8225030117	Read Aloud
Grade 2	Bluebonnet at the Alamo	Mary Brooke Casad	978-1681793634	El Álamo	R. J. Bailey	978-1620315163	Read Aloud
Grade 2	Cam Jansen: The Mystery of the Stolen Diamonds	David A. Adler	978-0142400104	Perrock Holmes: dos detectives y medio (Capítulos 1 - 5)	Isaac Palmiola	978-8490436158	Read Aloud
Grade 2	Clara Barton: Angel of the Battle Field	Tamara Hollingsworth	978-1433315923	Clara Barton - El ángel del campo de batalla	Tamara Hollingsworth	978-1433325731	Read Aloud
Grade 2	The Courage of Sarah Noble	Alice Dalgliesh	978-0689715402	El coraje de Sara Noble	Alice Dalgliesh	978-8427934627	Read Aloud
Grade 2	The Donkey in the Lion's Skin (Excerpt from Aesop's Fables: The Classic Edition)	Aesop (illustrated by Charles Santore)	978-1604338102	El burro con piel de oveja (Excerpt from Fábulas de Esopo)	Aesop (illustrated by Charles Santore)	978-1400349326	Read Aloud
Grade 2	Follow The Drinking Gourd	Jeanette Winter	978-0679819974	La Osa Menor: una historia del ferrocarril subterráneo	F. N. Monjo	978-1880507919	Read Aloud
Grade 2	Falling Up (excerpt from Falling Up)	Shel Silverstein	978-0060248024	Cayendo hacia arriba (excerpt from Cayendo hacia arriba)	Shel Silverstein (translated by Alberto Jimenez Rioja)	978-1933032801	Read Aloud
Grade 2	Flat Stanley: His Original Adventure!	Jeff Brown	978-0060097912	Esteban el plano	Jeff Brown	978-0439284905	Read Aloud
Grade 2	James Madison: The 4 th President	Josh Gregory	978-1642808216	James Madison y la formación de los Estados Unidos	Torrey Maloof	979-8330902071	Read Aloud
Grade 2	John Henry	Julius Lester	978-0140566222	John Henry	Christianne C. Jones	978-1404821743	Read Aloud

Grade 2	Johnny Appleseed	Steven Kellogg (retold and illustrated by)	978-0688140250	La historia de Johnny Appleseed	Aliki	978-0962516269	Read Aloud
Grade 2	The Legend of the Dipper (excerpt from the Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	La Leyenda de la Osa Mayor (Excerpt from El Libro de virtudes para niños)	William J. Bennett (editor)	978-8440665089	Read Aloud
Grade 2	Paul Bunyan	Steven Kellogg (retold and illustrated by)	978-0688058005	Paul Bunyan: un cuento fantástico	Eric Blair	978-1404816572	Read Aloud
Grade 2	Pecos Bill	Steven Kellogg (retold and illustrated by)	978-0688099244	Pecos Bill Spanish Version	Eric Blair	978-1404816589	Read Aloud
Grade 2	The Magic Tree House #22: Revolutionary War on Wednesday	Mary Pope Osborne	978-0679890683	La Casa del Arbol #22: Guerra Revolucionaria en miércoles	Mary Pope Osborne	978-1933032702	Read Aloud
Grade 2	Moses: When Harriet Tubman Led Her People to Freedom	Carole Boston Weatherford	978-0786851751	¿Quién Fue Harriet Tubman? (¿Quién fue a Harriet Tubman?, La Vida en Maryland, En busca de la estrella del Norte, La esposa de un hombre libre, ¡Al fin libre!, La Moises de su gente)	Yona Zeldis McDonough	978-1631138508	Read Aloud
Grade 2	The Mouse and the Motorcycle	Beverly Cleary	978-0380709243	El ratoncito de la moto	Beverly Cleary	978-0060000578	Read Aloud
Grade 2	The Patchwork Quilt	Valerie Flournoy	978-0803700970	Braids / Trencitas	Kathleen Contreras	978-1933032276	Read Aloud
Grade 2	Riding the Pony Express (Chapter 1 "St. Joe," Chapter 2 "The Pony Express," Chapter 3 "The Stagecoach," Chapter 4 "Owl Creek Station," Chapter 5 "The Kelly Family," Chapter 6 "The Stable," Chapter 7 "Work at the Stable")	Clyde Robert Bulla	979-8888181249	El Pony Express	Darice Bailer	978-1631139062	Read Aloud

Grade 2	Sam: The Minuteman	Nathaniel Benchley	978-0060204808	La Revolución Estadounidense: La lucha por la libertad	Torrey Maloof	978-0743913607	Read Aloud
Grade 2	Stellaluna	Janell Cannon	978-0544874350	Stellaluna	Janell Cannon	978-8426131577	Read Aloud
Grade 2	Susan B. Anthony	Laura K. Murray	978-1977126603	Estadounidenses asombrosos: Susan B. Anthony	Stephanie Kuligowski	978-1493804948	Read Aloud
Grade 2	The Swing	Robert Louis Stevenson		El Columpio	Robert Louis Stephenson		Read Aloud
Grade 2	Teammates	Peter Golenbock	978-0152842864	Jackie Robinson: Un héroe en el campo de béisbol	Stephanie Macceca	978-1433325786	Read Aloud
Grade 2	The Thanksgiving Story	Alice Dalgliesh	978-0689710537	El Primer día de acción de gracias	G. Jackson	978-0439317337	Read Aloud
Grade 2	Try, Try Again (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	Try, Try Again Spanish Version (Excerpt from El libro de las virtudes para niños)	William J. Bennett (editor)	978-8440665089	Read Aloud
Grade 2	We the Kids: The Preamble of the Constitution of the United States	David Catrow	978-0142402764	El Preámbulo: el espíritu de Estados Unidos	Lorin Driggs	978-1087622804	Read Aloud
Grade 2	Winnie-the-Pooh (Chapter 1 "In Which We Are Introduced to Winnie-the-Pooh and Some Bees, and the Stories Begin" and Chapter 2 "In Which Pooh Goes Visiting and Gets Into a Tight Place")	A. A. Milne	978-0525555315	Winnie de Puh (Capítulo 1 "En el cual conocemos a Winnie de Puh y a unas abejas," Capítulo 2 "En el cual Pooh va de visita y se encuentra en un aprieto"	A. A. Milne	978-0525449867	Read Aloud

Figure: 19 TAC §128.10(f)(4) Required Literary Works List – Third Grade

This list of literary works is required as described in administrative rule 19 TAC §128.10.

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Grade 3	Abraham Lincoln (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	Abraham Lincoln: 16th presidente de los Estados Unidos	Grace Hansen	978-1629703794	
Grade 3	Archimedes and the Door of Science (Chapter 1 "Who was Archimedes?," Chapter 4 "Archimedes and his Lever," Chapter 9 "Archimedes and Numbers")	Jeanne Bendick	978-1684222599	Arquímedes: Todo principio tiene un principio	Alvaro Marcos	978-8417137007	Read Aloud
Grade 3	Charlotte's Web	E. B. White	978-0064400558	La telaraña de Carlota	E. B. White	978-0060757403	
Grade 3	Encyclopedia Brown, Boy Detective	Donald J. Sobol	978-0142408889	Detectives extraescolares 1. Misterioso cambiao en la biblioteca (Capítulos 1 - 5)	Enrique Carlos Martín	978-8408267812	
Grade 3	Enemy Pie	Derek Munson	978-0811827782	Pastel para enemigos	Derek Munson	978-8426133786	
Grade 3	The Fisherman and His Wife	Rachel Isadora	978-0399247712	El pescador y su mujer	Eric Blair (translated by Patricia Abello)	978-1404816305	
Grade 3	George Washington (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	George Washington: Primer presidente de los Estados Unidos	Grace Hansen	978-1629704814	
Grade 3	Hercules and the Wagoner (excerpt from Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	Hércules y el carretero (excerpt from El libro de virtudes para niños)	William J. Bennett (editor)	978-8440665089	Read Aloud
Grade 3	Icarus and Daedalus (excerpt from Classic Myths to Read	William F. Russell	978-0517570128	Teseo y Ariadna (excerpt from Héroes de la mitología griega)	Luisa Mattia	978-8412804669	Read Aloud

	Aloud: The Great Stories of Greek and Roman Mythology)						
Grade 3	Inside Ancient Rome	L.L. Owens	978-0789156211	Historia para niños - La Antigua Roma: El imperio romano explicado para niños - Todo sobre la historia de Roma, la sociedad, los dioses, los mitos y leyendas	Miguel Fernández Collado	978-3989292109	
Grade 3	King Midas and the Golden Touch	Charlotte Craft	978-0060540630	El Rey Midas	Margarita Ruiz	978-8478648955	Read Aloud
Grade 3	The Librarian Who Measured the Earth	Kathryn Lasky	978-0618062829	Isaac Newton (excerpts from Grandes científicos de la historia: biografías inspiradoras para niños)	YoungSapiens Ediciones	979-8341461284	Read Aloud
Grade 3	Miss Rumphius	Barbara Cooney	978-0140505399	La Senorita Runfio	Barbara Cooney	978-0670868315	
Grade 3	Mistakes that Worked: 40 Familiar Inventions & How They Came to Be (Section 2 “Doctor, Doctor” and Section 4 “All Kinds of Accidental Things”)	Charlotte Foltz Jones	978-0385320436	El abecé visual de los inventos que cambiaron el mundo 1	Silvana Franzetti	978-8499070049	Read Aloud
Grade 3	The Road to Damascus	State of Texas	978-1-970198-96-6	El Camino a Demasco	State of Texas	978-1-970198-XX-3	
Grade 3	Seeker of Knowledge: The Man Who Deciphered Egyptian Hieroglyphs	James Rumford	978-0618333455	Explora tu mundo : El antiguo Egipto	Penelope Arlon	978-0545695152	Read Aloud
Grade 3	Smart (excerpt from A Light in the Attic)	Shel Silverstein	978-0061905858	Cayendo hacia arriba	Shel Silverstein (translated by Alberto Jimenez Rioja)	978-1933032801	
Grade 3	The Shepherd Boy and the Wolf (excerpt from Aesop's Fables)	Aesop (adapted and illustrated by Jerry Pinkney)	978-1587170003	El pastorcito mentiroso	Kathleen Bradley	978-1433392870	

Grade 3	Stone Soup	Marcia Brown	978-0689711039	Sopa de piedras	Marcia Brown	978-0962516245	
Grade 3	The Story of Benjamin Franklin: An Inspiring Biography for Young Readers	Shannon Anderson	978-1647398217	Benjamin Franklin (Life Stories / Biografias)	Gillian Gosman	978-1448832194	
Grade 3	Thomas Jefferson (excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	Thomas Jefferson: Declara nuestra libertad	Jane Dustman	978-1433325809	
Grade 3	The Town Mouse and the Country Mouse (excerpt from Aesop's Fables: The Classic Edition)	Aesop (illustrated Charles Santore)	978-1604338102	El ratón de ciudad y el ratón de campo (excerpt from Fábulas de Esopo)	Aesop (illustrated Charles Santore)	978-1400349326	
Grade 3	What Do You Do With a Problem?	Kobi Yamada	978-1943200009	¿Qué haces con un problema?	Kobi Yamada	978-8416490523	
Grade 3	The Wind in the Willows (Chapters "The River Bank," "The Open Road," "The Wild Wood," and "Mr. Badger")	Kenneth Grahame	978-0141321134	El viento en las sauces	Kenneth Grahame	978-1987627930	

Figure: 19 TAC §128.10(f)(5) Required Literary Works List – Fourth Grade

This list of literary works is required as described in administrative rule 19 TAC §128.10.

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN	Designated Read Aloud
Grade 4	The Ant and the Dove (excerpt from Aesop's Fables)	Aesop (adapted and illustrated by Jerry Pinkney)	978-1587170003	La hormiga y la paloma	European Language Institute	978-8881488018	
Grade 4	The Boy Who Harnessed the Wind (Picture Book Edition)	William Kamkwamba and Bryan Mealer	979-8217111121	El niño que domó el viento (Young Reader's Edition)	William Kamkwamba	978-1644732649	
Grade 4	Brave Irene	William Steig	978-0312564223	Irene, la valiente	William Steig	978-0374436209	
Grade 4	The Door in the Wall (Chapter 1)	Marguerite de Angeli	978-0440227793	La puerta en la muralla (Capítulo 1)	Marguerite de Angeli	8432129445	Read Aloud
Grade 4	Dreams	Langston Hughes		Sueños	Langston Hughes		
Grade 4	Marquette in Iowa (excerpt from Stories of Great Americans for Little Americans)	Edward Eggleston	978-1482036718	Francis Drake (excerpt from exploradores de la historia)	Carla Nieto Martinez	978-8466239080	
Grade 4	Number the Stars	Lois Lowry	978-0547577098	¿Quién cuenta las estrellas?	Lois Lowry	978-6070712579	
Grade 4	Old Stormalong, The Seafaring Sailor	Carol Beach York	978-0893753139	El Kraken (excerpt from Cuentos y leyendas del mar)	Vincent Muñoz Puelles	978-8467840575	
Grade 4	The Road Not Taken	Robert Frost		El Camino no elegido	Robert Frost		
Grade 4	Robinhood and the Golden Arrow (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	Robinhood y la flecha dorada (excerpt from El Libro de virtudes para niños)	William J. Bennett (editor) (adapted by Sagrario Luna)	978-8420457024	
Grade 4	Saint Francis of Assisi	Tim Ladwig	978-1640605527	San Francisco: Contado a los niños	Grupo Editorial Bonum	978-9505076925	
Grade 4	Sea Fever	John Masefield		Fiebre marina	John Masefield		

Grade 4	The Spirit of the Renaissance	State of Texas	978-1-970198-97-3	El Espíritu del Renacimiento	State of Texas	978-1-970198-XX-4	Read Aloud
Grade 4	St. George and the Dragon (excerpt from The Children's Book of Virtues)	William J. Bennett (editor)	978-0684813530	San Jorge y el dragón (excerpt from the El Libro de virtudes para niños)	William J. Bennett (editor)	978-8440665089	
Grade 4	Stone Fox	John Reynolds Gardiner	978-0064401326	Stone Fox y la carrera de trineos	John Reynolds Gardiner	978-8427932630	
Grade 4	The Story of King Arthur and His Knights (Part 1 "The Winning of Kinghood" Chapters 1 and 2)	Howard Pyle (adapted by Tania Zamorsky)	978-1454945314	King Arthur (English and Spanish Edition)	Benjamin Strickler	978-6072124400	Read Aloud
Grade 4	Sundiata: The Lion King of Mali	David Wisniewski	978-0395764817	Sunjata del imperio mandé	Ekiuwa Aire	978-1998041206	
Grade 4	Thunderstorm in the Church	Louise A. Vernon	978-0836117394	Marcelino pan y vino	José María Sánchez-Silva	978-0195010435	
Grade 4	Treasure Island (Classic Adventures)	Robert Louis Stevenson (adapted by Jacqueline Dembar Greene)	978-1946260260	La isla del tesoro	Sol y Lápiz	979-8280904040	
Grade 4	Who Was Leonardo Da Vinci? (Chapter 1 "Who Was Leonardo DaVinci?", Chapter 2 "The Unwanted Boy", Chapter 3 "The Art Studio" and Chapter 4 "The Wider World")	Roberta Edwards	978-0448443010	¿Quién fue Leonardo da Vinci? (Capítulos 1 - 4)	Roberta Edwards	978-0448458571	
Grade 4	The Wreck of the Zephyr	Chris Van Allsburg	978-0544050051	La Escoba de la viuda	Chris Van Allsburg	978-9681640057	

Figure: 19 TAC §128.10(f)(6) Required Literary Works List – Fifth Grade

This list of literary works is required as described in administrative rule 19 TAC §128.10.

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN
Grade 5	Adventures of Don Quijote (Dover Children's Thrift Classics)	Argentina Palacios	978-0486407913	Don Quijote de la mancha (Children's Version)	Miguel Cervantes and Sol Y Lápiz	979-8280669802
Grade 5	Journey to America (excerpt "Are You My Papa?")	Sonia Levitin	978-0689711305	¿Que es la estatua de libertad? (Chapter 1 "¿Que es la estatua de libertad?")	Joann Holub	978-0593658208
Grade 5	Casey at the Bat	Ernest Lawrence Thayer		La historia de Casey al bate	Benchmark	
Grade 5	A Christmas Carol (Children's Version)	Charles Dickens (Adaptation by Gil Tavner)	978-1912464012	El cántico de Navidad (Children's Version)	Charles Dickens (adapted by Michael Patrick Hearn)	978-1522893998
Grade 5	The Colonization of Texas: Missions and Settlers	Stephanie Kuligowski	978-1433350443	La colonización de Texas: Misiones y colonos	Stephanie Kuligowski	978-1433372117
Grade 5	Declaration of Independence in Translation: What It Really Means?	Amy Jane Leavitt	978-1515762508	La Declaración de la Independencia	Jill K. Mulhall	978-1493816491
Grade 5	The Lion, the Witch, and the Wardrobe	C. S. Lewis	978-0064471046	El leon, la bruja, y el ropero	C. S. Lewis	978-0060086619
Grade 5	Mark Twain (Excerpt from A Book of Americans)	Stephen Vincent Benét and Rosemary Benét	978-1528700092	¿Quién fue Mark Twain? (Chapter 1 "¿Quién fue Mark Twain?")	April Jones Prince	978-1603964241
Grade 5	The Mayflower Compact	William Brewster, William Bradford, Edward Winslow		El pacto del Mayflower	David Armentrout and Patricia Armentrout	978-1595156488
Grade 5	The Monkey and the Camel (Excerpts from Fables)	Arnold Lobel	978-0064430463	El mono y el camello (excerpt from Fábulas)	Arnold Lobel	978-8420445526
Grade 5	A More Perfect Union: The Story of Our Constitution	Betsy Maestro	978-0688101923	Una unión más perfecta: La historia de nuestra constitución	Betsy Maestro	978-1880507292
Grade 5	The Phantom Tollbooth	Norton Juster	978-0394820378	La caseta mágica	Norton Juster	978-1984897671

Grade 5	Sam Houston: A Fearless Statesman	Joanne Mattern	978-1433350498	Por qué Sam Houston es importante en Texas	Lynn Peppas	978-1725361126
Grade 5	Thomas Jefferson	Mike Venezia	978-0516226088	¿Quién fue Tomás Jefferson? (excerpt from ¿Quién fue Tomás Jefferson?)	Dennis Brindell Fradin	978-1631138478
Grade 5	The Village Blacksmith	Henry Wadsworth Longfellow		El Herrero de Aldea	Henry Wadsworth Longfellow	
Grade 5	Who was Davy Crockett? (Chapter 1 "Who was Davy Crockett?")	Gail Herman	978-0448467047	Davy Crockett: Defensor de la frontera	J.T. Moriaty	978-0823941322
Grade 5	The Wright Brothers (Chapter 2 "Get It Right On Paper," Chapter 11 "In the Bicycle Business," and Chapter 15 "Kitty Hawk")	Quentin Reynolds	978-0394847009	Los Hermanos Wright: 75 hechos fascinantes para niños	Phillip Walker	979-8874178956

ATTACHMENT V
Text of Proposed New 19 TAC

**Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and
Reading and English as a Second Language**

Subchapter B. Middle School

**§128.30. Literary Works Lists, Grade 6 and English Learners Language Arts (ELLA), Grades 7 and 8,
Adopted 2026.**

- (a) This section implements the requirements of Texas Education Code (TEC), §28.002(c-4), and, in conjunction with Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies), implements the requirements of TEC, §28.002(a)(2)(G), (h), and (h-1).
- (b) The literary works in an English or Spanish version included in the figures in subsection (f)(1)-(3) of this section shall be included in instruction at the designated grade level for students receiving instruction in Spanish language arts and reading. Each required literary work shall be read in its entirety unless otherwise indicated in the figures in subsection (f)(1)-(3) of this section.
- (c) Students shall demonstrate proficiency in the student expectations described in §§128.21-128.23 of this chapter (relating to Spanish Language Arts and Reading, Grade 6, Adopted 2017; English Learners Language Arts (ELLA), Grade 7, Adopted 2017; and English Learners Language Arts (ELLA), Grade 8, Adopted 2017) using, at a minimum, the required literary works listed in the figures in subsection (f)(1)-(3) of this section. The literary works required by this section represent the minimum literary works to be read by or for students in that grade. Additional literary works to be used in instruction may be selected at the local level. When making local selections of additional literary works for instruction in Spanish language arts and reading, school districts and charter schools should prioritize texts with content that reinforces required student expectations of knowledge from other subjects, including social studies.
- (d) It is recommended that students read from printed copies of required literary works as opposed to digital copies on digital devices.
- (e) Literary works listed in the figures for Grades 6-12 are organized by grouping required titles into a set. Each set of literary works identifies an anchor work along with additional shorter works that may be read to support the anchor, with the shorter works denoted in the figures with a set of dashes that points back to each anchor. This approach to grouping is recommended as an option to consider for instruction but is not required.
- (f) The literary works lists to be used by school districts and charter schools are provided in the figures in this subsection.
 - (1) Grade 6 list, entitled "Required Spanish Literary Works - Grade 6."
Figure: 19 TAC §128.30(f)(1)
 - (2) ELLA Grade 7 list, entitled "Required Literary Works - Grade 7."
Figure: 19 TAC §128.30(f)(2)
 - (3) ELLA Grade 8 list, entitled "Required Literary Works - Grade 8."
Figure: 19 TAC §128.30(f)(3)
- (g) All titles must be taught, either in English or in Spanish. The determination as to whether a title is taught in English or Spanish is based on the language of instruction determined by the Language Proficiency Assessment Committee (LPAC), as applicable, and the bilingual program model as described in Chapter 89, Subchapter BB, of this title (relating to Commissioner's Rules Concerning State Plan for Educating Emergent Bilingual Students) and further adjusted based on individual student need.
- (h) For each literary work that has an associated International Standard Book Number (ISBN), the ISBN is included in the figures in subsection (f)(1)-(3) of this section. For literary works without an ISBN, the

Texas Education Agency (TEA) shall maintain a website providing information on how to identify the specific version of the literary work. Some literary works are available in multiple versions, and, as such, districts and charter schools shall use a version of each required literary work that includes text that is identical to the version featured in the ISBN listed in the figures in subsection (f)(1)-(3) of this section or the information maintained on the TEA website.

- (i) In accordance with TEC, §26.010, a parent retains the right to temporarily remove the parent's child from instruction in a required literary work that conflicts with the parent's religious or moral beliefs if the parent presents or delivers to the teacher of the parent's child a written statement authorizing the removal of the child from the instruction. If a graded assignment or local assessment is based solely on the content of a required literary work for which a parent exercised a right under TEC, §26.010, the school district or charter school is encouraged, but not required, to provide an alternative graded assignment or local assessment that is based on an alternative literary work provided for the student who was removed from instruction.
- (j) In the event the commissioner of education determines that a literary work required in any of the figures in subsection (f)(1)-(3) of this section is no longer available at a reasonable cost at the volume required for implementation across the state, the commissioner shall report that finding to the State Board of Education (SBOE), and the SBOE may consider an amendment to remove that specific literary work from the relevant figure, subject to holding two board meetings for a first and second reading without a separate meeting for discussion before first reading.

Figure: 19 TAC §128.30(f)(1) Required Literary Works List – Sixth Grade

This list of literary works is required as described in administrative rule 19 TAC §128.10.

Grade	English Title	Author	ISBN	Spanish Title	Author	ISBN
Grade 6	Johnny Tremain	Esther Forbes	978-0547614328	Not Available		
Grade 6	└-- Do Not Go Gentle Into That Good Night	Dylan Thomas		No entres dócil en esa buena noche	Dylan Thomas	
Grade 6	└-- Give Me Liberty or Give Me Death	Patrick Henry		Dadme libertad o dadme muerto!	Patrick Henry	
Grade 6	└ Paul Revere's Ride	Henry Wadsworth Longfellow	978-0140556124	La cabalgata de Paul Revere	Henry Wadsworth Longfellow (Translated by Lydia Diaz)	978-0525455608
Grade 6	The Prince and the Pauper: A Full Length Play	Anne Coulter Martens	978-0871294173	El principe y el mendigo: Descubriendo el valor del corazón sobre la corona	Mark Twain (Translated by Luigi Ferrer Estrada)	979-8269936710
Grade 6	└-- Seventh Grade (excerpt from Baseball in April and Other Stories)	Gary Soto	978-0152025670	El Séptimo Grado (excerpt from Béisbol en abril y otros cuentos)	Gary Soto	978-1631139116
Grade 6	└ The Selfish Giant	Oscar Wilde		El Gigante egoista	Oscar Wilde	
Grade 6	Phineas Gage: A Gruesome but True Story about Brain Science	John Fleischman	978-0618494781	Not Available		
Grade 6	└-- The Hippocratic Oath (Modern)	Dr. Louis Lasagna		Not Available		
Grade 6	└ The Human Abstract	William Blake		Not Available		
Grade 6	Across Five Aprils	Irene Hunt	978-0425182789	Not Available		
Grade 6	└-- Abraham Lincoln, A Man of Faith and Courage: Stories of Our Most Admired President (Chapter 7 "The Road Back to God")	Joe Wheeler	978-1982116514	Not Available		

Grade 6	└-- The Blue and The Gray	Francis Miles Finch		Not Available		
Grade 6	└-- The Gettysburg Address	Abraham Lincoln		El discurso de Gettysburg	David Armentrout	978-1595156471
Grade 6	All Creatures Great and Small	James Herriot	978-1250057839	Todas las criaturas grandes y pequeñas: Aventuras y desventuras de un veterinario en la campiña inglesa	James Herriot	9788410025400
Grade 6	└-- The Power of the Dog	Rudyard Kipling		Not Available		
Grade 6	└-- A White Heron	Sarah Orne Jewett	978-1479462186	Una garza blanca	Sarah Orne Jewett	
Grade 6	└-- Do Not Be Anxious (Book of Matthew, Chapter 6 Verses 25-34)	New Testament (trans. ESV)	979-8874903398	No se preocupen	Matthew 6:25–34 (New Testament)	978-1433537523
Grade 6	└-- The Peace of the Wild Things	Wendell Berry		La paz de las cosas salvajes	Wendell Berry	

Figure: 19 TAC §128.30(f)(2) Required Literary Works List – ELLA Seventh Grade

This list of literary works is required as described in administrative rule 19 TAC §128.30.

Grade	Title	Author	ISBN
Grade 7	A Wrinkle in Time	Madeleine L'Engle	978-0312367541
Grade 7	└-- A Sound of Thunder (excerpt from The Golden Apples of the Sun)	Ray Bradbury	978-0380730391
Grade 7	└-- Jonah and the Whale (Book of Jonah)	Hebrew Bible / Old Testament (trans. NIRV)	978-0310445906
Grade 7	└-- Kindness	Naomi Shihab Nye	
Grade 7	The Miracle Worker: A Play	William Gibson	978-1416590842
Grade 7	└-- The Definition of Love (Book of 1 Corinthians, Chapter 13)	New Testament (trans. ESV)	979-8874903398
Grade 7	└-- Helen Keller's Speech in 1925 at the International Convention	Helen Keller	
Grade 7	└-- Reflecting on Braille Literacy Month: A Look at the History of Braille in the United States	Aaron Preece	
Grade 7	Anne Frank: The Diary of a Young Girl, Original Edition	Anne Frank, translated from the Dutch by B.M. Mooyaart	978-6057462299
Grade 7	└-- Blessed is the Match	Hannah Szenes	
Grade 7	└--Beyond Courage: The Untold Story of Jewish Resistance During the Holocaust (Part One "The Realization," Part Two "Saving the Future," and Part Three "In the Ghettos")	Doreen Rappaport	978-0763669287
Grade 7	└-- Letter to the Hebrew Congregation at Newport	George Washington	
Grade 7	The Outsiders	S. E. Hinton	978-0142407332
Grade 7	└-- Nothing Gold Can Stay	Robert Frost	
Grade 7	└-- Thank You, M'am	Langston Hughes	978-0886824785
Grade 7	Watership Down	Richard Adams	978-0743277709
Grade 7	└-- Duty, Honor, Country (General MacArthur's Farewell Speech Given to the Cadets at West Point, 1962)	Douglas MacArthur	
Grade 7	└-- Ulysses S. Grant's General Order 108 to the "Soldiers of the Armies of the United States"	Ulysses S. Grant	
Grade 7	└-- The Shepherd's Psalm (Book of Psalms, Chapter 23)	Hebrew Bible / Old Testament (trans. KJV)	978-0718097905

Figure: 19 TAC §128.30(f)(3) Required Literary Works List – ELLA Eighth Grade

This list of literary works is required as described in administrative rule 19 TAC §128.30.

Grade	Title	Author	ISBN
Grade 8	Isaac's Storm: A Man, a Time, and the Deadliest Hurricane in History	Erik Larson	9780375708275
Grade 8	└-- The Hurricane	José María Heredia	
Grade 8	└-- The Rime of the Ancient Mariner	Samuel Taylor Coleridge	
Grade 8	The Adventures of Sherlock Holmes ("A Scandal in Bohemia," "The Red-Headed League," and "The Adventure of the Blue Carbuncle")	Sir Arthur Conan Doyle	979-8558812718
Grade 8	└-- The Celebrated Jumping Frog	Mark Twain	978-1948132893
Grade 8	└-- The Tell-Tale Heart	Edgar Allan Poe	
Grade 8	The Giver	Lois Lowry	978-0544336261
Grade 8	└-- Harrison Bergeron (excerpt from Welcome to the Monkey House)	Kurt Vonnegut	978-0385333504
Grade 8	└-- The Man in the Arena Passage (excerpt from Citizenship in a Republic speech by Teddy Roosevelt in 1910)	Teddy Roosevelt	
Grade 8	└-- O Me! O Life!	Walt Whitman	
Grade 8	The Tempest	William Shakespeare (edited by Barbara A. Mowat)	978-0743482837
Grade 8	└-- Speech to the Troops at Tilbury	Queen Elizabeth I	
Grade 8	└-- The Lady, or the Tiger?	Frank R. Stockton	978-1479477944
Grade 8	To Kill a Mockingbird	Harper Lee	978-0060935467
Grade 8	└-- Harlem: A Dream Deferred	Langston Hughes	
Grade 8	└-- I Have a Dream	Martin Luther King, Jr.	
Grade 8	└-- Inaugural Address	John F. Kennedy	
Grade 8	└-- The Eight Beatitudes (Book of Matthew, Chapter 5 Verses 1-12)	New Testament (trans. KJV)	978-0718097905
Grade 8	└-- What to the Slave Is the Fourth of July?	Frederick Douglass	

ATTACHMENT VI
Text of Proposed New 19 TAC

**Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and
Reading and English as a Second Language**

Subchapter C. High School

§128.70. Literary Works Lists, High School, Adopted 2026.

- (a) This section implements the requirements of Texas Education Code (TEC), §28.002(c-4), and, in conjunction with Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies), implements the requirements of TEC, §28.002(a)(2)(G), (h), and (h-1).
- (b) The literary works included in the figures in subsection (f)(1) and (2) of this section shall be included in instruction at the designated grade level for students receiving instruction in Spanish language arts and reading. Each required literary work shall be read in its entirety unless otherwise indicated in the figures in subsection (f)(1) and (2) of this section.
- (c) Students shall demonstrate proficiency in the student expectations described in §128.34 and §128.35 of this chapter (relating to English I for Speakers of Other Languages (One Credit), Adopted 2017; and English II for Speakers of Other Languages (One Credit), Adopted 2017) using, at a minimum, the required literary works listed in the figures in subsection (f)(1) and (2) of this section. The literary works required by this section represent the minimum literary works to be read by or for students in that grade. Additional literary works to be used in instruction may be selected at the local level. When making local selections of additional literary works for instruction in Spanish language arts and reading, school districts and charter schools should prioritize texts with content that reinforces required student expectations of knowledge from other subjects, including social studies.
- (d) It is recommended that students read from printed versions of required literary works as opposed to digital copies on digital devices.
- (e) Literary works listed in the figures for Grades 6-12 are organized by grouping required titles into a set. Each set of literary works identifies an anchor work along with additional shorter works that may be read to support the anchor, with the shorter works denoted in the figures with a set of dashes that points back to each anchor. This approach to grouping is recommended as an option to consider for instruction but is not required.
- (f) The literary works lists to be used by school districts and charter schools are provided in the figures in this subsection.
 - (1) English I for Speakers of Other Languages (ESOL) list, entitled "Required Literary Works - ESOL I."

Figure: 19 TAC §128.70(f)(1)
 - (2) English II for Speakers of Other Languages (ESOL) list, entitled "Required Literary Works - ESOL II."

Figure: 19 TAC §128.70(f)(2)
- (g) For each literary work that has an associated International Standard Book Number (ISBN), the ISBN is included in the figures in subsection (f)(1) and (2) of this section. For literary works without an ISBN, the Texas Education Agency (TEA) shall maintain a website providing information on how to identify the specific version of the literary work. Some literary works are available in multiple versions, and, as such, districts and charter schools shall use a version of each required literary work that includes text that is identical to the version featured in the ISBN listed in the figures in subsection (f)(1) and (2) of this section or the information maintained on the TEA website.
- (h) In accordance with TEC, §26.010, a parent retains the right to temporarily remove the parent's child from instruction in a required literary work that conflicts with the parent's religious or moral beliefs if the parent

presents or delivers to the teacher of the parent's child a written statement authorizing the removal of the child from the instruction. If a graded assignment or local assessment is based solely on the content of a required literary work for which a parent exercised a right under TEC, §26.010, the school district or charter school is encouraged, but not required, to provide an alternative graded assignment or local assessment that is based on an alternative literary work provided for the student who was removed from instruction.

- (i) In the event the commissioner of education determines that a literary work required in any of the figures in subsection (f)(1) and (2) of this section is no longer available at a reasonable cost at the volume required for implementation across the state, the commissioner shall report that finding to the State Board of Education (SBOE), and the SBOE may consider an amendment to remove that specific literary work from the relevant figure, subject to holding two board meetings for a first and second reading without a separate meeting for discussion before first reading.

Figure: 19 TAC §128.70(f)(1) Required Literary Works List – ESOL I

This list of literary works is required as described in administrative rule 19 TAC §128.70.

Course	Title	Author	ISBN
English I	Animal Farm	George Orwell	9780451526342
English I	└─ Federalist Papers No. 10	James Madison	
English I	└─ Federalist Papers No. 51	James Madison	
English I	└─ I, Pencil	Leonard E. Read	9781572462090
English I	└─ Ozymandias	Percy Bysshe Shelley	
English I	└─ The Clever Teens' Guide to the Russian Revolution	Felix Rhodes	978-1542689922
English I	Antigone	Sophocles (2005th Publishing Edition)	978-1580493888
English I	└─ Thanatopsis	William Cullen Bryant	
English I	└─ The Monkey's Paw (excerpt from The Monkey's Paw and Other Stories)	W. W. Jacobs	979-8344229072
English I	Great Expectations	Charles Dickens	978-0486415864
English I	└─ Love Is Not All (excerpt from Fatal Interview)	Edna St. Vincent Millay	
English I	└─ A Brief History of Life in Victorian Britain (Chapter 1 "Symbol of an Age," Chapter 2 "The Masses," and Chapter 6 "Religion")	Michael Paterson	978-0762435180
English I	The Odyssey	Homer (translated by Robert Fagles)	978-0140268867
English I	└─ David and Goliath (Book of 1 Samuel, Chapter 17)	Hebrew Bible / Old Testament (trans. NIRV)	978-0310445906
English I	└─ Odysseus	W. S. Merwin	
English I	Night	Elie Wiesel	978-0374500016
English I	└─ Lamentations 3 (Book of Lamentations, Chapter 3)	Hebrew Bible / Old Testament (trans. JPS Tanakh 1917)	
English I	└─ The Perils of Indifference (excerpt from White House Official Transcript of Remarks at Millennium Evening)	Elie Wiesel	
English I	└─ The Survivor	Primo Levi	

Figure: 19 TAC §128.70(f)(2) Required Literary Works List – ESOL II

This list of literary works is required as described in administrative rule 19 TAC §128.70.

Course	Title	Author	ISBN
English II	Beowulf	Unknown Poet (translated by Burton Raffel)	978-0451530967
English II	└-- The Charge of the Light Brigade	Alfred Lord Tennyson	
English II	└-- Twelve Angry Men	Reginald Rose	978-0143104407
English II	Fahrenheit 451	Ray Bradbury	978-1451673319
English II	└-- Dear Mr. McCarthy, I Am Very Real (excerpt, Section 1 from Palm Sunday: An Autobiographical Collage)	Kurt Vonnegut	978-0385334266
English II	└-- What is Capitalism? (excerpt, Section 1 from Capitalism, The Unknown Ideal)	Ayn Rand	
English II	└-- Flattering Unction (excerpt, Chapter 1 from The Vision of the Anointed)	Thomas Sowell	978-0465089949
English II	└-- The Veldt (excerpt from The Illustrated Man)	Ray Bradbury	978-0006479222
English II	Frankenstein	Mary Shelley	978-0486282114
English II	└-- Prometheus	Johann Wolfgang von Goethe	
English II	└-- The Tower of Babel (Book of Genesis, Chapter 11 Verses 1-9)	Hebrew Bible / Old Testament (trans. NIRV)	978-0310445906
English II	└-- Why Frankenstein Matters	Audrey Shafer	
English II	A Separate Peace	John Knowles	978-0743253970
English II	└-- The Necklace	Guy de Maupassant (translated by Johnathan Sturges)	979-8317021467
English II	└-- The Scarlet Ibis	James Hurst	978-0886820008
English II	└-- The Soldier	Rupert Brooke	
English II	The Tragedy of Julius Caesar	William Shakespeare	978-0451526892
English II	└-- Eulogy for President Reagan	Margaret Thatcher	
English II	└-- Pericles' Funeral Oration (excerpt of Book 2 from Chapters 34 - 46 of History of the Peloponnesian War)	Thucydides (edited by M.I. Finley and translated by Rex Warner)	978-0140440393
English II	└-- The Raven	Edgar Allen Poe	

Discussion of Instructional Materials Review and Approval Quality Rubric for Full-Subject, Tier-One Languages Other Than English Grades K–12

April 7, 2026

COMMITTEE OF THE FULL BOARD: DISCUSSION STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: This item provides an opportunity for staff to present a draft of the Instructional Materials Review and Approval (IMRA) Cycle 2027 quality rubric for full-subject, tier-one, instructional materials for Languages Other than English (LOTE) grades K–12.

STATUTORY AUTHORITY: Texas Education Code (TEC), [§§31.003\(a\)](#), [31.022](#), and [31.023](#).

TEC, §31.003(a), permits the State Board of Education (SBOE) to adopt rules for the adoption, requisition, distribution, care, use, and disposal of instructional materials.

TEC, §31.022, requires the SBOE to review instructional materials that have been provided to the board by the Texas Education Agency (TEA) under TEC, §31.023.

TEC, §31.023, requires the commissioner of education to establish, in consultation with and with the approval of the SBOE, a process for the annual review of instructional materials by TEA. In conducting a review under this section, TEA must use a rubric developed by TEA in consultation with and approved by the SBOE

The full text of statutory citations can be found in the links above.

PREVIOUS BOARD ACTION: At the June 2024 and September 2024 meetings, the Committee of the Full Board discussed a multi-year timeline for IMRA cycles including the development of quality rubrics.

At the November 2024 meeting, the board approved the schedule for future cycles of IMRA, including the development timeline for quality rubrics, and Texas Essential Knowledge and Skills (TEKS) review and revision.

At the January 2026 meeting, the board approved an updated IMRA Process Document which includes steps for quality rubric development and approval.

BACKGROUND INFORMATION AND JUSTIFICATION: TEC, §31.023, requires TEA to develop instructional materials review rubrics in consultation with, and subject to the approval of, the SBOE. These rubrics guide TEA’s annual review of instructional materials and ensure that the evaluation process is transparent, consistent, and aligned with statutory requirements.

The draft quality rubric presented in this item addresses the mandate in TEC, §31.023(b)(2), which specifies that the rubric must include criteria for assessing the overall quality of instructional materials. In accordance with statute, any rubric developed under §31.023(b) is automatically approved unless the SBOE rejects it within 90 days of submission.

Processes and expectations for rubric development, stakeholder engagement, and SBOE approval were further defined in the updated IMRA Process document adopted by the Board on January 30, 2026. The

draft rubric for Languages Other Than English (LOTE) grades K–12 has been developed following these procedures and is presented at this meeting for discussion.

Staff Members Responsible:

Colin Dempsey, Senior Division Director, District Operations, Technology, and Sustainability Supports

Valerie Johnson, Principal Program Management Director, HQIM Identification and Supports

Attachment:

Draft IMRA Quality Rubric, Full-Subject, Tier-One Instructional Materials for Languages Other than English (LOTE) grades K–12

Instructional Materials Review and Approval

Languages Other Than English (LOTE) K–12 Quality Rubric

Considered by the State Board of Education on April 10, 2026

Implementation Quality

1. Intentional Implementation Supports

1.1 Course-Level Supports

Materials support educators in effective implementation through intentional course-level supports.

Number	Guidance
1.1a	Materials include an explanation of how the instructional design of the materials aligns with research-based instructional strategies for second language acquisition (e.g., proficiency-oriented design, integrated and contextualized instruction, high use of the target language, authentic texts).
1.1b	Materials include course-level resources (e.g., scope and sequence, standards correlations, pacing guide, year-at-a-glance) to support educators in understanding the organization of the course, including what is taught and when it is taught. Course-level resources: • outline the sequence of units in the course and explain the rationale for the unit sequence; • provide a high-level summary of the scope of each unit in the course (e.g., topics, learning outcomes); • identify where each TEKS is addressed within the course; and • provide the suggested number of instructional days for each unit in the course and guidance for adjusting pacing for varying instructional calendars (e.g., Additional Days School Year [ADSY] requirements).
1.1c	Materials for educators and students are user-friendly. Print and digital materials: • include organizational features (e.g., table of contents, index, glossary, headings); • use consistent layouts; and • use visual design to support understanding and reduce extraneous load.

1.2 Unit-Level Supports

Materials support educators in effective implementation through intentional unit-level supports.

Number	Guidance
1.2a	Materials include unit-level resources (e.g., unit overviews) for each unit to support educators in understanding what students will learn and how students will be assessed. Unit-level resources: • provide a narrative of the purpose of the unit (e.g., topics, learning outcomes, essential ideas, connections to prior and future learning); • identify the unit objectives; • identify the unit TEKS; • identify the summative assessments; • identify the unit vocabulary; and • identify the duration of the unit and outline the sequence of instruction in the unit.
1.2b	Materials include a unit internalization protocol with a step-by-step process for understanding a unit prior to teaching.
1.2c	Materials include additional practice (e.g., homework, remediation, enrichment) for each unit.
1.2d	Materials include family resources (e.g., family guides, family letters) for each unit in both English and Spanish with suggestions on supporting the progress of their students.

1.3 Lesson-Level Supports

Materials support educators in effective implementation through intentional lesson-level supports.

Number	Guidance
1.3a	Materials include lesson-level resources (e.g., lesson overviews, lesson plans) for each lesson to support educators in understanding what students will be learning and how students will be assessed in the lesson. Lesson-level resources: • identify the lesson objectives and can-do statements aligned to target proficiency levels; • identify the lesson TEKS; • identify the formative assessments; • identify the lesson vocabulary; • identify the lesson segments; • provide suggested timing for each lesson segment; • provide suggested groupings for each lesson segment (e.g., whole group, small group, partner, independent); • provide educator guidance for each lesson segment (e.g., facilitation notes, sample scripts, questions, sample educator–student and student–student interactions, common student misconceptions, suggested scaffolds); and • identify required educator and student materials.
1.3b	Materials include a lesson internalization protocol with a step-by-step process for understanding a lesson prior to teaching.

2. Progress Monitoring

2.1 Instructional Assessments

Materials support effective implementation with a variety of instructional assessments that include guidance for consistent administration and accurate scoring.

Number	Guidance
2.1a	Materials provide a variety of instructional assessments, including: • pretest(s) administered at the beginning of the course or the beginning of unit(s); • formative assessments at the lesson level; and • summative assessments at the unit level.
2.1b	Materials support educators in administering and scoring instructional assessments. Materials provide educator guidance (e.g., instructions, answer keys, rubrics with scored examples) for: • consistently administering instructional assessments; • accurately scoring selected response item types; and • accurately scoring constructed response item types or performance tasks.

2.2 Data Analysis and Progress Monitoring

Materials support effective implementation through support for educators and students to analyze and monitor progress towards target proficiency levels.

Number	Guidance
2.2a	Materials support educators in analyzing student performance on instructional assessments by including educator guidance (e.g., error analysis, student work analysis protocol) for: • analyzing individual student performance towards target proficiency levels; • identifying trends in student performance towards target proficiency levels; and • using the instructional materials to respond to student performance.
2.2b	Materials provide tools for educators and students to monitor progress toward proficiency in each mode of communication.

3. Supports for All Learners

3.1 Differentiation and Scaffolds

Materials support educators in reaching all learners through design focused on engagement, representation, and action/expression.

Number	Guidance
3.1a	Materials include educator guidance for providing differentiated instruction to support all learners, including: • students performing below target proficiency levels; • students performing above target proficiency levels; and • heritage language learners.
3.1b	Materials include educator guidance for providing specially designed instruction (SDI) for students receiving supports and services through special education.

Learning Quality

4. Proficiency-Oriented Instruction

4.1 Proficiency-Oriented Design

Materials are sequenced to support student growth on the proficiency continuum (e.g., novice low to novice mid, novice mid to novice high) towards the target proficiency level.

Number	Guidance
4.1a	Materials use a systematic sequence aligned to the target proficiency level that progressively increases the rigor and complexity of: • functions and tasks in each mode of communication; • context and content; • texts; and • language forms.
4.1b	Materials use a spiraled sequence to reinforce retention and deepen proficiency aligned to the target proficiency level by revisiting: • functions in each mode of communication; • text types; and • language forms.

4.2 Integrated and Contextualized Instruction

Materials are designed to develop communicative ability through integrated and contextualized instruction.

Number	Guidance
4.2a	Materials are organized into thematic units on topics of real-world (modern languages and ASL) or classroom (classical languages) relevance that include integrated: • texts; • communicative tasks in each mode; and • instruction in language forms.
4.2b	Communicative tasks are consistently situated in functional or cultural contexts to promote use of the target language in real-world contexts (modern languages and ASL) or classroom contexts (classical languages).
4.2c	Language forms are taught in service of communicative functions (i.e., learning forms in context versus only in isolation).
4.2d	Summative assessments include an integrated performance assessment that requires students to demonstrate performance in all three modes of communication in a real-world (modern languages and ASL) or classroom (classical languages) task.

4.3 High Target Language Use

Materials are designed to develop communicative ability through consistent exposure to comprehensible input and production of meaningful output in the target language.

Number	Guidance
4.3a	Input in materials is almost exclusively in the target language.
4.3b	Materials provide comprehensible input (i.e., target language input within the zone of proximal development appropriate for the target proficiency level) with embedded supports (e.g., visuals, vocabulary, background knowledge, guiding questions).
4.3c	Materials promote consistent production of meaningful output in the target language in educator–student and student–student interactions.
4.3d	Materials provide educator guidance for supporting students in consistent production of meaningful output in the target language.
4.3e	Materials include educator guidance for making target language use during instruction comprehensible (e.g., language simplification, verbal strategies, non-verbal strategies, scaffolding, checks for understanding).
4.3f	Materials connect input and output in an iterative sequence where comprehensible input proceeds and informs meaningful output.

4.4 Authentic Texts

Materials include authentic texts in the target language to expose students to real-world (modern languages and ASL) or classical (classical languages) language use.

Number	Guidance
4.4a	Materials consistently include authentic texts from a variety of communities that use (modern languages and ASL) or used (classical languages) the target language.
4.4b	Authentic texts build knowledge of the cultural products, practices, and perspectives of the communities that use (modern languages and ASL) or used (classical languages) the target language.

5. Input Processing in the Target Language

5.1 Effective Instruction in the Interpretive Mode

Materials are designed to develop student proficiency in listening (modern languages), viewing (ASL), and reading (modern languages and classical languages) comprehension in the interpretive mode through explicit instruction, effective practice, and aligned assessment.

Number	Guidance
5.1a	Materials provide effective explicit instruction on listening (modern languages), viewing (ASL), and reading (modern and classical languages) comprehension skills that gradually releases students to increasing levels of cognitive and linguistic responsibility aligned to the target proficiency level. Materials include educator guidance (e.g., facilitation notes, sample scripts, questions, sample educator–student and student–student interactions, common student misconceptions, suggested scaffolds) for: • supplying or activating relevant background knowledge; • setting a purpose for listening, viewing, or reading; • providing concise explanations and modeling; • providing brief noticing of relevant language forms; • conducting frequent checks for understanding; • facilitating guided practice and independent practice; and • providing immediate specific feedback.
5.1b	Materials provide effective student practice on listening (modern languages), viewing (ASL), and reading (modern and classical languages) comprehension skills that have been explicitly taught to build proficiency. Materials include: • practice with a variety of formats (e.g., print, audio, spoken, visual, multimedia) and genres (e.g., stories, conversations, informational texts); • sufficient practice to advance towards target proficiency, including spaced and interleaved practice (meaning and form); and • educator guidance for providing explanatory feedback on proficiency.
5.1c	Materials assess student performance and proficiency in listening (modern languages), viewing (ASL), and reading (modern and classical languages) comprehension skills that have been explicitly taught to monitor progress. Materials include instructional assessments that: • align to the target proficiency level; • align to instruction (meaning and form); • collectively assess varying levels of cognitive and linguistic complexity; • collectively gather data on performance and proficiency; and • include multiple formative assessments with feedback before summative assessments.

6. Communicating in the Target Language

6.1 Effective Instruction in the Interpersonal Mode

Materials are designed to develop student proficiency in spoken (modern languages), written (modern and classical languages), and expressive (ASL) communication in the interpersonal mode through explicit instruction, effective practice, and aligned assessment.

Number	Guidance
6.1a	Materials provide effective explicit instruction in spoken (modern languages), written (modern and classical languages), and expressive (ASL) interpersonal communication skills that gradually releases students to increasing levels of cognitive and linguistic responsibility aligned to the target proficiency level. Materials include educator guidance (e.g., facilitation notes, sample scripts, questions, sample educator–student and student–student interactions, common student misconceptions, suggested scaffolds) for: • providing concise explanations and modeling; • providing brief noticing of relevant language forms; • conducting frequent checks for understanding; • facilitating guided practice and independent practice; and • providing immediate specific feedback.
6.1b	Materials provide effective student practice on spoken (modern languages), written (modern and classical languages), and expressive (ASL) interpersonal communication skills that have been explicitly taught to build proficiency. Materials include: • practice with a variety of activities (e.g., information gap, role play, interviews, digital interactions); • sufficient practice to advance towards target proficiency, including spaced and interleaved practice (meaning and form); and • educator guidance for providing explanatory feedback on proficiency.
6.1c	Materials assess student performance and proficiency in spoken (modern languages), written (modern and classical languages), and expressive (ASL) interpersonal communication skills that have been explicitly taught to monitor progress. Materials include instructional assessments that: • align to the target proficiency level; • align to instruction (meaning and form); • collectively assess varying levels of cognitive and linguistic complexity; • collectively gather data on performance and proficiency; and • include multiple formative assessments with feedback before summative assessments.

6.2 Effective Instruction in the Presentational Mode

Materials are designed to develop student proficiency in spoken (modern languages), written (modern and classical languages), and expressive (ASL) communication in the presentational mode through explicit instruction, effective practice, and aligned assessment.

Number	Guidance
6.2a	Materials provide effective explicit instruction in spoken (modern languages), written (modern and classical languages), and expressive (ASL) presentational communication skills that gradually releases students to increasing levels of cognitive and linguistic responsibility aligned to the target proficiency level. Materials include educator guidance (e.g., facilitation notes, sample scripts, questions, sample educator–student and student–student interactions, common student misconceptions, suggested scaffolds) for: • providing concise explanations and modeling; • providing brief noticing of relevant language forms; • conducting frequent checks for understanding; • facilitating guided practice and independent practice; and • providing immediate specific feedback.
6.2b	Materials provide effective student practice on spoken (modern languages), written (modern and classical languages), and expressive (ASL) presentational communication skills that have been explicitly taught to build proficiency. Materials include: • practice with a variety of activities (e.g., brochure, review, proposal, narrative, podcast, public service announcement); • sufficient independent practice to advance towards target proficiency, including spaced and interleaved practice (meaning and form); and • educator guidance for providing explanatory feedback on proficiency.
6.2c	Materials assess student performance and proficiency in spoken (modern languages), written (modern and classical languages), and expressive (ASL) presentational skills that have been explicitly taught to monitor progress. Materials include instructional assessments that: • align to the target proficiency level; • align to instruction (meaning and form); • collectively assess varying levels of cognitive and linguistic complexity; • collectively gather data on performance and proficiency; and • include multiple formative assessments with feedback before summative assessments.

7. Scripts in Non-Roman Writing Systems

7.1 Scripts in Non-Roman Writing Systems

Materials for non-Roman writing systems are designed to develop student proficiency in the composition, structure, and recognition of script elements (e.g., characters, symbols, letters) through explicit instruction, effective practice, and aligned assessment.

Number	Guidance
7.1a	Materials provide effective explicit instruction in composition, structure, and recognition of script elements that gradually releases students to increasing levels of cognitive and linguistic responsibility aligned to the target proficiency level. Materials include educator guidance (e.g., facilitation notes, sample scripts, questions, sample educator–student and student–student interactions, common student misconceptions, suggested scaffolds) for: • providing concise explanations and modeling; • conducting frequent checks for understanding; • facilitating guided practice and independent practice; and • providing immediate specific feedback.
7.1b	Materials provide effective student practice on composition, structure, and recognition of script elements that have been explicitly taught to build proficiency. Materials include: • sufficient independent practice to advance towards target proficiency, including spaced and interleaved practice; and • educator guidance for providing explanatory feedback on proficiency.
7.1c	Materials assess student performance of and proficiency in composition, structure, and recognition of script elements that have been explicitly taught to monitor progress. Materials include instructional assessments that: • align to the target proficiency level; • align to instruction; • collectively assess varying levels of cognitive and linguistic complexity; • collectively gather data on performance and proficiency; and • include multiple formative assessments with feedback before summative assessments.

8. Signs in American Sign Language (ASL)

Materials for ASL are designed to develop student proficiency in the use of sign parameters (e.g., handshape, location, movement, palm-orientation, non-manual markers), three-dimensional space (e.g., verb agreement, directionality, compare and contrast concepts, referencing, organizing information), and classifiers through explicit instruction, effective practice, and aligned assessment.

8.1 Signs in American Sign Language (ASL)

Number	Guidance
8.1a	Materials consistently provide effective explicit instruction on the use of sign parameters, three-dimensional space, and classifiers aligned to the target proficiency level that gradually releases students to increasing levels of cognitive and linguistic responsibility aligned to the target proficiency level. Materials include educator guidance (e.g., facilitation notes, sample scripts, questions, sample educator–student and student–student interactions, common student misconceptions, suggested scaffolds) for: • providing concise explanations and modeling; • conducting frequent checks for understanding; • facilitating guided practice and independent practice; and • providing immediate specific feedback.
8.1b	Materials provide effective student practice on the use of sign parameters, three-dimensional space, and classifiers that have been explicitly taught to build proficiency. The materials include: • sufficient independent practice to advance towards target proficiency, including spaced and interleaved practice; and • educator guidance for providing explanatory feedback on proficiency.
8.1c	Materials assess student performance and proficiency in the use of sign parameters, three-dimensional space, and classifiers that have been explicitly taught to monitor progress. Materials include instructional assessments that: • align to the target proficiency level; • align to instruction; • collectively assess varying levels of cognitive and linguistic complexity; • collectively gather data on performance and proficiency; and • include multiple formative assessments with feedback before summative assessments.

Public Hearing on Proposed New 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary, Subchapter B, Middle School, and Subchapter C, High School, and Subchapter D, Other Social Studies Courses

April 7, 2026

COMMITTEE OF THE FULL BOARD: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: A public hearing before the State Board of Education (SBOE) is scheduled for Tuesday, April 7, 2026. Testimony will be presented regarding proposed new 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary, Subchapter B, Middle School, and Subchapter C, High School, and Subchapter D, Other Social Studies Courses. In accordance with SBOE operating procedures, oral testimony will be limited to two minutes per person.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§[7.102\(c\)\(4\)](#); [28.002\(a\)](#), [\(c\)](#), [\(h-3\)](#), and [\(h-11\)](#); and [28.025\(a\)](#).

TEC, §7.102(c)(4), requires the State Board of Education (SBOE) to establish curriculum and graduation requirements.

TEC, §28.002(a), identifies the subjects of the required curriculum.

TEC, §28.002(c), requires the SBOE to identify by rule the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments.

TEC, §28.002(h-3), requires the SBOE to adopt essential knowledge and skills for the government component of the social studies curriculum that address specific topics to develop students' civic knowledge.

TEC, §28.002(h-11), requires the SBOE to adopt TEKS for Grades 4-12 social studies, as appropriate, that develop each student's understanding of communist regimes and ideologies.

TEC, §28.025(a), requires the SBOE to determine by rule the curriculum requirements for the foundation high school graduation program that are consistent with the required curriculum under TEC, §28.002.

The full text of statutory citations can be found in the links above.

BACKGROUND INFORMATION AND JUSTIFICATION: In accordance with statutory requirements that the SBOE identify by rule the essential knowledge and skills of each subject in the required curriculum, the SBOE follows a board-approved cycle to review and revise the essential knowledge and skills for each subject.

The TEKS for social studies and economics were originally adopted effective September 1, 1998. The Kindergarten-Grade 12 social studies TEKS and the TEKS for economics were revised effective August 23, 2010. In 2015, the SBOE adopted revisions to the TEKS for certain Advanced Placement (AP) and International Baccalaureate (IB) social studies courses to require that students demonstrate proficiency in the TEKS for the corresponding AP and IB courses, in addition to the AP or IB course requirements. In 2018, the SBOE approved streamlining revisions to the social studies TEKS for Kindergarten to Grade 8 and four high school social studies courses (U.S. History Studies, World History Studies, World

Geography, United States Government). The SBOE also streamlined the TEKS for Economics with Emphasis on the Free Enterprise System and its Benefits and consolidated the TEKS for economics into Chapter 113.

In 2021, Senate Bill (SB) 1063, 87th Texas Legislature, Regular Session, amended TEC, §28.025, to add a one-half credit course in personal financial literacy and economics as an option to meet the one-half credit graduation requirement for economics under the Foundation High School Program. SB 1063 required that the SBOE adopt TEKS for the personal financial literacy and economics course and that the required curriculum for the course allocate two-thirds of the instructional time to personal financial literacy and one-third of instructional time to economics. At its June 2022 SBOE meeting, the SBOE adopted TEKS for the new course, §113.76, Personal Financial Literacy and Economics, and the rule became effective August 1, 2022.

In 2021, the 87th Texas Legislature passed House Bill (HB) 4509, Regular Session, and SB 3, Second Called Session, to require the teaching of informed patriotism and the founding documents of the United States and require the SBOE to adopt essential knowledge and skills for social studies that develop each student's civic knowledge, including an understanding of the fundamental moral, political, and intellectual foundations of the U.S. government. The SBOE approved proposed amendments to 19 TAC Chapter 113, Subchapter A, Elementary, Subchapter B, Middle School, and Subchapter C, High School, to update the standards for Kindergarten-Grade 8 and five high school courses: Economics with Emphasis on the Free Enterprise System and its Benefits, United States History Studies Since 1877, World History Studies, World Geography Studies, and United States Government, to align with SB 3 requirements.

In October 2024, the chairman of the SBOE established an ad hoc committee on social studies standards. The committee was charged with evaluating Texas's current social studies learning standards, researching best practices in history and civics education, and providing recommendations for developing exemplary state standards to ensure that Texas students receive a high-quality social studies education that prepares them for informed citizenship.

The goal of the committee was to provide clear, actionable recommendations for developing social studies curriculum standards that will position Texas as a national leader in history and civics education. The standards should equip students with essential knowledge of world, U.S., and Texas history; geography; and civic institutions while fostering the skills and dispositions needed for engaged citizenship in a diverse democratic republic.

In 2025, The 89th Texas Legislature, Regular Session, passed HB 27 to require students to successfully complete a one-half credit personal financial literacy course instead of the one-half credit economics course or one-half economics and personal financial literacy and economics course to satisfy the economics requirement under the Foundation High School Program. The bill also requires that the current one-half credit economics course be extended to a one-credit course. Additionally, the bill permits students to select the third social studies credit required for graduation from economics, world geography, or world history. The bill also added new TEC, §28.025(b-24), requiring the SBOE to allow a student to comply with the personal financial literacy requirement by successfully completing an AP course that contains substantively similar and rigorous academic content.

HB 824, 89th Texas Legislature, Regular Session, 2025, amended TEC, §28.002(h-3) to require the SBOE to adopt essential knowledge and skills for the government component of the social studies curriculum that address specific topics to develop students' civic knowledge, including the role of government officials, the voting process, the eligibility requirements to run for elected office, Robert's Rules of Order, and the elected officials who represent the student.

Additionally, Senate Bill (SB) 24, 89th Texas Legislature, Regular Session, 2025, amended TEC, §28.002(h-11) to require the SBOE to adopt social studies TEKS for grades 4-12 that develop each student's understanding of communist regimes and ideologies and that provide age and developmentally appropriate instruction and information on the topic.

During the April 10, 2025 Ad Hoc Committee on Social Studies meeting, a public hearing on recommendations for a framework to guide the organization of the TEKS for social studies, including the identification of core content topics that students should know in U.S. history, Texas history, world history, geography and civics in Kindergarten-Grade 12, was conducted. Agency staff presented an update on the status and progress of the Social Studies Ad Hoc Committee's charges, and the Committee of the Full Board (COFB) heard public testimony at the June 2025 SBOE meeting. A survey to collect input on key topics, strand titles, course sequencing/layering, and effective practices to inform the social studies TEKS revision was distributed in August 2025.

At the September 2025 meeting, the SBOE approved the social studies framework course sequence and strands for Kindergarten–Grade 8. The SBOE designated content advisors for the social studies TEKS review and an application to serve on social studies TEKS review work groups was posted on the TEA website in October 2025. A discussion item regarding content advisor recommendations for key topics to be included in the Social Studies TEKS Framework was presented to the COFB at the November 2025 SBOE meeting. The content advisors were also directed to address instructional requirements from HB 27, HB 824, and SB 24 in their recommendations. At the January 2026 meeting, the SBOE approved key topics and subtopics to be included in the new TEKS for social studies. Work group meetings were convened in February 2026 to develop draft recommendations for the new social studies TEKS. As part of the SBOE's process for the review and revision of the TEKS, education service centers (ESCs) collected feedback from educators in their regions on the work group drafts.

The SBOE held a public hearing and discussed the proposed new TEKS for social studies at a special called meeting in February 2026. In March 2026, TEA convened additional work groups to address the feedback from the SBOE and ESC focus groups to finalize their recommendations.

Staff Member Responsible:

Shannon Trejo, Deputy Commissioner, Office of School Programs

**Proposed New 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies,
Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and
Subchapter D, Other Social Studies Courses
(First Reading and Filing Authorization)**

April 10, 2026

**COMMITTEE OF THE FULL BOARD: ACTION
STATE BOARD OF EDUCATION: ACTION**

SUMMARY: This item presents for first reading and filing authorization proposed new 19 Texas Administrative Code (TAC) Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Social Studies Courses. The proposed new Texas Essential Knowledge and Skills (TEKS) would update the social studies standards and implement House Bill (HB) 27, HB 824, and Senate Bill (SB) 24, 89th Texas Legislature, Regular Session, 2025.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§7.102(c)(4); 28.002(a); (c); (h-3), as added by HB 824, 89th Texas Legislature, Regular Session, 2025; and (h-11), as added by SB 24, 89th Texas Legislature, Regular Session, 2025; and 28.025(a); and (b-24), as added by HB 27, 89th Texas Legislature, Regular Session, 2025.

TEC, §7.102(c)(4), requires the State Board of Education (SBOE) to establish curriculum and graduation requirements.

TEC, §28.002(a), identifies the subjects of the required curriculum.

TEC, §28.002(c), requires the SBOE to identify by rule the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments.

TEC, §28.002(h-3), as added by HB 824, 89th Texas Legislature, Regular Session, 2025, requires the SBOE to adopt essential knowledge and skills for the government component of the social studies curriculum that address specific topics to develop each student's civic knowledge.

TEC, §28.002(h-11), as added by SB 24, 89th Texas Legislature, Regular Session, 2025, requires the SBOE to adopt TEKS for Grades 4-12 social studies, as appropriate, that develop each student's understanding of communist regimes and ideologies.

TEC, §28.025(a), requires the SBOE to determine by rule the curriculum requirements for the foundation high school graduation program that are consistent with the required curriculum under TEC, §28.002.

TEC, §28.025(b-24), as added by HB 27, 89th Texas Legislature, Regular Session, 2025, requires the SBOE to allow a student to comply with the curriculum requirement for a one-half credit in personal financial literacy by successfully completing an advanced placement (AP) course designated by the SBOE as containing substantively similar and rigorous academic content.

The full text of statutory citations can be found in the links above.

EFFECTIVE DATE: The proposed effective date of the proposed new sections is 20 days after filing as adopted with the Texas Register. Under TEC, §7.102(f), the SBOE must approve the rule action at second reading and final adoption by a vote of two-thirds of its members to specify an effective date earlier than the beginning of the 2027-2028 school year. The earlier effective date will enable school systems to begin preparing for implementation of the new TEKS.

PREVIOUS BOARD ACTION: The SBOE adopted the TEKS for social studies effective September 1, 1998. Amendments to the social studies TEKS were adopted effective August 23, 2010. At the November 2018 meeting, the SBOE adopted amendments to streamline the social studies TEKS effective August 1, 2019, for Subchapters B and C and effective August 1, 2020, for Subchapter A. At the April 2020 meeting, the SBOE adopted revisions to Subchapters C and D, effective August 1, 2020. At the June 2021 meeting, the SBOE adopted new 19 TAC §113.76 effective August 1, 2022. At the November 2022 meeting, the SBOE adopted revisions to Chapter 113, Subchapters A-C, effective August 1, 2024.

BACKGROUND INFORMATION AND JUSTIFICATION: In accordance with statutory requirements that the SBOE identify by rule the essential knowledge and skills of each subject in the required curriculum, the SBOE follows a board-approved cycle to review and revise the essential knowledge and skills for each subject.

The TEKS for social studies and economics were originally adopted effective September 1, 1998. The Kindergarten-Grade 12 social studies TEKS and the TEKS for economics were revised effective August 23, 2010. In 2015, the SBOE adopted revisions to the TEKS for certain Advanced Placement (AP) and International Baccalaureate (IB) social studies courses to require that students demonstrate proficiency in the TEKS for the corresponding AP and IB courses, in addition to the AP or IB course requirements. In 2018, the SBOE approved streamlining revisions to the social studies TEKS for Kindergarten-Grade 8 and four high school social studies courses (United States History Studies, World History Studies, World Geography, and United States Government). The SBOE also streamlined the TEKS for Economics with Emphasis on the Free Enterprise System and Its Benefits and consolidated the TEKS for economics into Chapter 113. In April 2020, the SBOE approved proposed revisions to Chapter 113, Subchapter D, to update references to course numbers and titles to reflect the revisions to the social studies TEKS.

In 2021, Senate Bill (SB) 1063, 87th Texas Legislature, Regular Session, amended TEC, §28.025, to add a one-half credit course in personal financial literacy and economics as an option to meet the one-half credit graduation requirement for economics under the Foundation High School Program. SB 1063 required that the SBOE adopt TEKS for the personal financial literacy and economics course and that the required curriculum for the course allocate two-thirds of the instructional time to personal financial literacy and one-third of instructional time to economics. At its June 2022 meeting, the SBOE adopted TEKS for the new course, §113.76, Personal Financial Literacy and Economics, and the rule became effective August 1, 2022.

In 2021, the 87th Texas Legislature passed HB 4509, Regular Session, and SB 3, Second Called Session, to require the teaching of informed patriotism and the founding documents of the United States and require the SBOE to adopt essential knowledge and skills for social studies that develop each student's civic knowledge, including an understanding of the fundamental moral, political, and intellectual foundations of the United States government. The SBOE approved proposed amendments to Chapter 113, Subchapters A-C, to update the standards for Kindergarten-Grade 8 and five high school courses (Economics with Emphasis on the Free Enterprise System and Its Benefits, United States History Studies Since 1877, World History Studies, World Geography Studies, and United States Government) to align with SB 3 requirements.

In October 2024, the chairman of the SBOE established an ad hoc committee on social studies standards. The committee was charged with evaluating Texas's current social studies learning standards, researching best practices in history and civics education, and providing recommendations for developing exemplary state standards to ensure that Texas students receive a high-quality social studies education that prepares them for informed citizenship.

The goal of the committee was to provide clear, actionable recommendations for developing social studies curriculum standards that will position Texas as a national leader in history and civics education. The standards should equip students with essential knowledge of world, United States, and Texas history; geography; and civic institutions while fostering the skills and dispositions needed for engaged citizenship in a diverse democratic republic.

In 2025, the 89th Texas Legislature, Regular Session, passed HB 27, which revised the high school social studies graduation requirement for students who enter Grade 9 in the 2026-2027 school year and thereafter. Under HB 27, students must successfully complete a one-half credit personal financial literacy course instead of the one-half credit economics course or one-half economics and personal financial literacy and economics course to satisfy the economics requirement under the Foundation High School Program. Additionally, the bill permits students in this cohort to select the third social studies credit required for graduation from one credit in economics, world geography, or world history. As a result, the bill requires the approval of a one-credit economics course for this cohort while the current one-half economics course offerings remain in place for students not subject to HB 27. The bill also added new TEC, §28.025(b-24), requiring the SBOE to allow a student to comply with the personal financial literacy requirement by successfully completing an AP course that contains substantively similar and rigorous academic content.

HB 824, 89th Texas Legislature, Regular Session, 2025, added TEC, §28.002(h-3), to require the SBOE to adopt essential knowledge and skills for the government component of the social studies curriculum that address specific topics to develop each student's civic knowledge, including the role of government officials, the voting process, the eligibility requirements to run for elected office, Robert's Rules of Order, and the elected officials who represent the student.

Additionally, SB 24, 89th Texas Legislature, Regular Session, 2025, added TEC, §28.002(h-11), to require the SBOE to adopt social studies TEKS for Grades 4-12 that develop each student's understanding of communist regimes and ideologies and that provide age and developmentally appropriate instruction and information on the topic.

During the April 10, 2025 Ad Hoc Committee on Social Studies meeting, a public hearing on recommendations for a framework to guide the organization of the TEKS for social studies, including the identification of core content topics that students should know in United States history, Texas history, world history, geography, and civics in Kindergarten-Grade 12, was conducted. Texas Education Agency (TEA) staff presented an update on the status and progress of the Social Studies Ad Hoc Committee's charges, and the Committee of the Full Board (COFB) heard public testimony at the June 2025 meeting. A survey to collect input on key topics, strand titles, course sequencing/layering, and effective practices to inform the social studies TEKS revision was distributed in August 2025.

At the September 2025 meeting, the SBOE approved the social studies framework course sequence and strands for Kindergarten-Grade 8. The SBOE designated content advisors for the social studies TEKS review, and an application to serve on social studies TEKS review work groups was posted on the TEA website in October 2025. A discussion item regarding content advisor recommendations for key topics to be included in the social studies TEKS framework was presented to the COFB at the November 2025 meeting. The content advisors were also directed to address instructional requirements from HB 27, HB

824, and SB 24 in their recommendations. At the January 2026 meeting, the SBOE approved key topics and subtopics to be included in the new TEKS for social studies. Work group meetings were convened in February 2026 to develop draft recommendations for the new social studies TEKS. As part of the SBOE's process for the review and revision of the TEKS, education service centers (ESCs) collected feedback from educators in their regions on the work group drafts and submitted the feedback to TEA.

The SBOE held a public hearing and discussed the proposed new TEKS for social studies at a special called meeting in February 2026. In March 2026, TEA convened additional work groups to address the feedback from the SBOE and ESC focus groups to finalize their recommendations.

This item presents proposed new Chapter 113, Subchapters A-D, for first reading and filing authorization. A public hearing on proposed new Chapter 113, Subchapters A-D, is presented as a separate item in this agenda.

FISCAL IMPACT: TEA has determined that for the first five years the proposal is in effect (2026-2030), there are fiscal implications to the state. The estimated cost to TEA for revision of the social studies TEKS is \$245,000 in Fiscal Year 2026. As part of the SBOE's TEKS review process, TEA executes personal services contracts with SBOE-appointed content advisors to provide written feedback on the TEKS. The content advisors may also be invited to testify before the board at an SBOE meeting. Expenses for travel to attend a meeting are reimbursed.

There may be fiscal implications for school districts and charter schools to implement the proposed new TEKS, which is expected to include the need for professional development and revisions to district-developed databases, curriculum, and scope and sequence documents. Since curriculum and instruction decisions are made at the local district level, it is difficult to estimate the fiscal impact on any given district.

LOCAL EMPLOYMENT IMPACT: The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code, §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis specified in Texas Government Code, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to Texas Government Code, §2001.0045.

TAKINGS IMPACT ASSESSMENT: The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under Texas Government Code, §2007.043.

GOVERNMENT GROWTH IMPACT: TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would create new regulations by proposing new social studies TEKS required to be offered by school districts and charter schools.

The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not expand, limit, or repeal an existing regulation; would not

increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: The proposal would update the standards to align with recent legislative requirements and ensure the standards remain current. There is no anticipated economic cost to persons who are required to comply with the proposal.

DATA AND REPORTING IMPACT: The proposal would have no data and reporting impact.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: TEA has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: The public comment period on the proposal begins May 15, 2026, and ends at 5:00 p.m. on June 15, 2026. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in June 2026 in accordance with the SBOE board operating policies and procedures. A request for a public hearing on the proposal submitted under the Administrative Procedure Act must be received by the commissioner of education not more than 14 calendar days after notice of the proposal has been published in the Texas Register on May 15, 2026.

MOTION TO BE CONSIDERED: The State Board of Education:

Approve for first reading and filing authorization proposed new 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Social Studies Courses.

Staff Member Responsible:

Shannon Trejo, Deputy Commissioner, Office of School Programs

Attachment I:

Text of Proposed New 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary

Attachment II:

Text of Proposed New 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter B, Middle School

Attachment III:

Text of Proposed New 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter C, High School

Attachment IV:

Text of Proposed New 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter D, Other Social Studies Courses

ATTACHMENT I
Text of Proposed New 19 TAC

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Subchapter A. Elementary

§113.1. Social Studies, Kindergarten, Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) Introduction.
 - (1) In Kindergarten, students begin their study of social studies by learning about themselves as members of communities and developing an early understanding of citizenship, patriotism, and civic responsibility. Through stories, symbols, and everyday experiences, students explore rules, roles, and traditions that help communities function and foster respect for others. Students use maps, globes, images, and oral storytelling to build foundational geographic, historical, and economic understanding while practicing respectful participation and listening skills.
 - (A) Students learn about rules and citizenship by examining how families, schools, and communities work together. They explore the purpose of rules, practice respectful discussion, and identify the Constitution as an important national rule that protects freedoms. Students recognize community helpers and public servants, learn how people honor service, and develop an understanding of patriotism through national and state symbols, pledges, songs, and stories. Through these experiences, students begin to see themselves as citizens who show respect, responsibility, and pride in their community, state, and country.
 - (B) Students explore history, geography, and culture through stories of American Indians, early explorers, and early American communities. They learn about the Iroquois, Cherokee, and Comanche by examining stories, homes, foods, artifacts, and regions using maps and images. Students hear stories of exploration, the Plymouth Colony, the first Thanksgiving, and important historical figures such as George Washington. These studies help students understand how people lived in different places, how geography influenced daily life, and how cooperation and leadership shaped early communities.
 - (C) The course introduces foundational economic and geographic concepts by helping students distinguish between wants and needs, goods and services, and individual ownership. Students use maps and globes to identify continents, oceans, and important locations, describe relative location, and understand where they live in relation to other places. The year concludes with stories of innovation and leadership, highlighting individuals whose ideas and service contributed to the growth of America and Texas. Throughout Kindergarten, students build essential social studies vocabulary and skills that prepare them for deeper historical, civic, and geographic study in later grades.
 - (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution; and
 - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on strong

property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

- (3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.
- (4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:

 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (7) Student expectations embed relevant statutory requirements, including:

 - (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-2)(1)-(3) and (h-3)--Knowledge of Civics;
 - (G) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (H) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (I) TEC, §29.907--Celebrate Freedom Week;
 - (J) TEC, §29.9071--Texas Military Heroes Day; and
 - (K) TEC, §29.9072--Holocaust Remembrance Week.
- (8) There is no effective study of Social Studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects

identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

- (9) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (10) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (7) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(c) Knowledge and skills.

- (1) We the People: Rules in the Community. The student understands the role of rules. The student is expected to:
 - (A) define community as a group of people who live and work together (Geo/C, S);
 - (B) identify the terms community, city, state, and country (Geo/C);
 - (C) explain the purpose for having rules at home, school, and in the community (G/Civ, S);
 - (D) demonstrate respectful listening and responding during classroom discussions (S); and
 - (E) identify the Constitution as the most important rule book in our country, protecting liberties, rights, and freedoms for Americans (G/Civ, S).
- (2) American Citizenship. The student understands honoring public service. The student is expected to:
 - (A) identify police officers, firefighters, military members, veterans, and elected officials as community helpers (G/Civ, S);
 - (B) describe how police officers, firefighters, military members, veterans, and elected officials help people in the community (G/Civ, S);
 - (C) explain why community helpers are important to the community (G/Civ, S); and
 - (D) recognize ways people honor community helpers, including saying thank you, celebrating holidays, or showing respect for uniforms, symbols, and service (G/Civ, S).
- (3) American Citizenship. The student understands examples of patriotism. The student is expected to:
 - (A) identify the American flag as a national symbol of freedom of independence (H, G/Civ, S);
 - (B) recite the Pledge of Allegiance, practicing good citizenship behavior (H, G/Civ, S);
 - (C) explain that reciting the Pledge of Allegiance shows pride and is an example of being a good citizen; (G/Civ); and
 - (D) use voting as a method for decision making and recognize that voting is a responsibility of American citizenship (G/Civ).
- (4) American Citizenship. The student knows symbols of patriotism. The student is expected to:
 - (A) retell, with adult assistance, the story of Betsy Ross as a good citizen who is remembered for making the first American flag using the sequential terms beginning, middle, and end (H, S);

- (B) identify the Bald Eagle, the Liberty Bell, and the Statue of Liberty as national symbols of freedom and independence (H, G/Civ, S); and
 - (C) recognize "The National Anthem" when played aloud and practice good citizenship behaviors while listening (H, G/Civ, S).
- (5) Lone Star Heritage: Stories and Symbols. The student knows symbols of Texas pride. The student is expected to:
- (A) identify the Texas flag as a symbol of Texas pride (H, G/Civ, S);
 - (B) recite the Texas Pledge of Allegiance, practicing good citizenship behavior (H, G/Civ, S);
 - (C) explain that reciting the Texas Pledge of Allegiance shows pride and is an example of being a good citizen; and
 - (D) recognize the state song "Texas, Our Texas" when played aloud and practice good citizenship behaviors while listening (G/Civ, S).
- (6) Free Enterprise. The student understands key elements of free enterprise. The student is expected to:
- (A) identify, with adult assistance, and sort pictures of goods and services (E, G/Civ, S);
 - (B) identify, with adult assistance, and sort pictures of wants and needs (E, G/Civ, S);
 - (C) describe individual ownership using the words mine and yours (E, G/Civ, S); and
 - (D) describe how people choose what to buy or use (E, G/Civ, S).
- (7) American Indians in Early America. The student knows stories about the Iroquois, Cherokee, and Comanche. The student is expected to:
- (A) retell, in ways that maintain meaning, American Indian origin stories, including Wise Owl from the Iroquois, Ye-Ho-Waah from the Cherokee, and Clever Coyote from the Comanche (Geo/C, H, S);
 - (B) identify the Three Sisters crops in pictures, including squash, beans, and corn, as foods grown by the Iroquois and Cherokee (Geo/C, H, S);
 - (C) identify the buffalo in pictures as food hunted by the Comanche (Geo/C, H, S);
 - (D) identify, using pictures, that the Iroquois lived in longhouses, the Comanche lived in tipis, and the Cherokee lived in wattle-and-daub houses (Geo/C, H, S);
 - (E) identify, with adult assistance, where on a map, the Iroquois lived in the Northeast forests, the Cherokee in the Southeastern woodlands, and the Comanche in the Great Plains (Geo/C, H, S);
 - (F) recognize trading as giving something to get something in return (E, Geo/C, H, S); and
 - (G) identify artifacts of the Iroquois, Comanche, Cherokee, including arrowheads, pottery, and animal hides (H, Geo/C, S).
- (8) Early Exploration of America and Texas. The student understands early exploration using globes and maps. The student is expected to:
- (A) locate on a map and define a continent as a large piece of land on earth (Geo/C, S);
 - (B) identify North America as the continent that we live on (Geo/C, S);
 - (C) locate, on a globe and a map, Europe, the Atlantic Ocean, North America, and Texas (Geo/C, S); and
 - (D) describe relative location using the spatial terms near and far (Geo/C, S).
- (9) Early Exploration of America and Texas. The student understands stories about Explorers. The student is expected to:

- (A) retell, with adult assistance using pictures and a map, the story of Christopher Columbus who sailed from Spain across the Atlantic Ocean and landed in the Americas in 1492 (H, Geo/C, S);
 - (B) recite the names of Christopher Columbus' ships, including La Niña, La Pinta, and La Santa Maria (H, Geo/C, S);
 - (C) retell, with adult assistance using pictures and a map, the story of Cabeza de Vaca who shipwrecked near the Texas coast and traveled across Texas (H, Geo/C, S); and
 - (D) retell, with adult assistance using pictures and a map, the story of Coronado who went in search of gold in the Americas (H, Geo/C, S).
- (10) The Plymouth Colony. The student knows the story of the Mayflower. The student is expected to:
- (A) retell, with adult assistance using pictures and a map, the story of the Pilgrims who sailed on a wooden ship called the Mayflower across the ocean (H, Geo/C, S);
 - (B) explain that the Pilgrims were people from England who came to America seeking religious and political freedom and worked together to build a community (H, G/Civ, Geo/C, S); and
 - (C) explain that the Mayflower Compact was an agreement to work together, choose fair leaders, and follow rules for the good of the community (H, G/Civ, Geo/C, S).
- (11) The Plymouth Colony. The student understands important locations for the Plymouth Colony. The student is expected to locate on a map, with adult assistance, Europe, England, the Atlantic Ocean, North America, and Massachusetts (Geo/C, S).
- (12) The Plymouth Colony. The student knows the story of the first Thanksgiving. The student is expected to:
- (A) describe Squanto as a Wampanoag Indian leader who helped the Pilgrims learn to grow food and survive in a new place (H, Geo/C, S);
 - (B) describe Massasoit as a Wampanoag Indian who worked with the Pilgrims to make peace and share food during the Thanksgiving story (H, Geo/C, S); and
 - (C) retell, with adult assistance using pictures, the story of the first Thanksgiving as a celebration between the Pilgrims and their American Indian friends giving thanks to God (H, Geo/C, S).
- (13) George Washington: Father of Our Country. The student understands that George Washington is known as the Father of Our Country. The student is expected to:
- (A) identify, with adult assistance, an image of George Washington in primary sources (S);
 - (B) locate North America and Virginia on a map and identify Virginia as the birthplace of George Washington (Geo/C, S);
 - (C) retell, with adult assistance using a timeline, stories of George Washington, including his life as a responsible and respectful child, a General in the military, and the first President of the United States (H, G/Civ, S);
 - (D) explain, with adult assistance, why George Washington is called the Father of Our Country (H, G/Civ, S);
 - (E) locate on a map, with adult assistance, North America, United States, and Washington, DC (Geo/C, S); and
 - (F) identify Washington, D.C. as the capital of the United States, named after George Washington, where the current president lives and works (Geo/C, S).
- (14) Lone Star Heritage: Stories and Symbols. The student knows stories and symbols of faith, fairness, and freedom in Texas. The student is expected to:

- (A) retell, with adult assistance using pictures and a map, a story about Father Damián Massanet, a priest who came to Texas to help people and build churches, called missions. (H, Geo/C, S);
 - (B) retell, with adult assistance using pictures and a map, a story about Tejano leader José Antonio Navarro that describes how he welcomed settlers to Texas (H, Geo/C, S); and
 - (C) retell, with adult assistance using pictures and a map, a story about Sam Houston that describes his leadership role in Texas independence from Mexico (H, Geo/C, S).
- (15) Innovations That Changed America and Texas. The student knows stories of innovation that changed America and Texas. The student is expected to:
- (A) retell, with adult assistance using sequential terms, before, after, next, first, or last, the story of Benjamin Franklin, including his contributions as a leader, inventor, and helper of his community (H, G/Civ, S); and
 - (B) retell, with adult assistance using pictures, the story of Oveta Culp Hobby, including her leadership role in helping women serve our country through the Woman's Army Auxiliary Corps (H, G/Civ, S).

§113.2. Social Studies, Grade 1, Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) Introduction.
 - (1) In Grade 1, students study Texas and American history through stories, symbols, and important events that highlight freedom, unity, work, and fairness. Students explore how communities, governments, and economies function and how people in the past worked together to shape Texas and the United States. Using maps, songs, symbols, timelines, and storytelling, students develop foundational civic, geographic, historical, and economic understanding while building respect for shared traditions and democratic values.
 - (A) Students examine symbols, traditions, and civic ideals that represent freedom and unity in Texas and the United States. They study Texas symbols such as the Lone Star, the Texas flag, and state songs, as well as national symbols, including the American flag, Independence Hall, and the Liberty Bell. Students explore the meaning of liberty through the Declaration of Independence and learn how holidays such as Independence Day, Veterans Day, Memorial Day, Juneteenth, and Martin Luther King, Jr. Day honor freedom, service, and equality. Through these studies, students connect patriotic symbols and celebrations to shared civic values.
 - (B) Students investigate key historical events, people, and communities that shaped Texas and the nation. They learn about Thanksgiving stories in both Texas and early America, Pilgrim life and self-government, and cooperation between American Indians and settlers. Students study Texas settlement and independence through stories of the Comanche, missions, Stephen F. Austin, William B. Travis, and the Texas Declaration of Independence. They also explore the American Revolution, the Civil War, and the Civil Rights Movement by examining the roles of leaders such as Thomas Jefferson, Abraham Lincoln, Martin Luther King, Jr., and other individuals who worked to expand liberty, justice, and equality. Maps, timelines, and storytelling help students understand place, sequence, and historical change.
 - (C) The course emphasizes free enterprise and economic life by helping students understand how work, jobs, and resources support individuals and communities. Students learn about producers and consumers, goods and services, and how people earn a living as workers, business owners, and community members. They explore how natural resources such as oil contributed to Texas's growth and study innovators and leaders who supported economic development. Throughout Grade 1, students strengthen map skills, historical

thinking, and civic understanding, building a foundation for deeper study of Texas and United States history in later grades.

- (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution; and
 - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.
- (4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (7) Student expectations embed relevant statutory requirements, including:
 - (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;

- (F) TEC, §28.002(h-2)(1)-(3) and (h-3)--Knowledge of Civics;
 - (G) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (H) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (I) TEC, §29.907--Celebrate Freedom Week;
 - (J) TEC, §29.9071--Texas Military Heroes Day; and
 - (K) TEC, §29.9072--Holocaust Remembrance Week.
- (8) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (9) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (10) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (7) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (c) Knowledge and skills.
- (1) Lone Star Heritage: Stories and Symbols. The student knows symbols of Texas freedom. The student is expected to:
- (A) identify the Texas flag with the Lone Star (H, G/Civ, Geo/C, S);
 - (B) explain that the Lone Star is a symbol of Texas freedom because it represents unity (H, G/Civ, Geo/C, S); and
 - (C) recognize the song "Deep in the Heart of Texas" when played aloud which describes the geography of Texas (H, Geo/C, S).
- (2) Free Enterprise Shapes Texas. The student understands how free enterprise shapes Texas today. The student is expected to:
- (A) identify that farmers are considered producers because they grow crops (G/Civ, E);
 - (B) identify that people in the community are considered consumers when they buy food from the grocery store (G/Civ, E);
 - (C) explain how people in the community trade goods and services (G/Civ, E);
 - (D) explain why people have jobs (G/Civ, E, S);
 - (E) describe how working helps individuals and the community (G/Civ, E, S);
 - (F) identify jobs at the community, city, state, and national levels (G/Civ, Geo/C, S);
 - (G) describe ways people work by making products or providing services (G/Civ, E, S); and
 - (H) describe ways people work as business owners or employees (G/Civ, E, S).

- (3) Thanksgiving. The student understands the story of Thanksgiving in El Paso. The student is expected to:
- (A) locate on a map, with adult assistance, North America, the state of Texas, El Paso, Texas, and the Rio Grande River (Geo/C, S);
 - (B) describe, with adult assistance, the locations of El Paso and the Rio Grande River using cardinal directions north, south, east, and west on a map (Geo/C, S); and
 - (C) retell, with adult assistance, the story of Don Juan de Oñate, including the celebration of Thanksgiving in 1598 after safely crossing the desert (H, Geo/C, S).
- (4) Thanksgiving. The student understands the story of Thanksgiving. The student is expected to:
- (A) locate on a map, with adult assistance, Europe, England, the Atlantic Ocean, North America, and Massachusetts (Geo/C, S);
 - (B) explain that the Pilgrims crossed the Atlantic Ocean, from Europe to America, seeking freedom to follow their religion (G/Civ, Geo/C, S);
 - (C) recognize Plymouth Rock as a symbol of the Pilgrims' landing (Geo/C, S);
 - (D) summarize using pictures, with adult assistance, the story of the first Thanksgiving, including that the Pilgrims came to America seeking political and religious freedom and gave thanks to God (H, Geo/C, S);
 - (E) explain that Thanksgiving became a tradition of gratitude, cooperation, and celebration in America and Texas (H, Geo/C, S); and
 - (F) explain how the Wampanoag Indians and Pilgrims worked together despite differences and the Wampanoag Indians helped the Pilgrims survive (H, Geo/C, S).
- (5) Life in Early America and the Beginning of Self-Government. The student understands Pilgrim life in early America and the beginning of self-government. The student is expected to:
- (A) identify the Mayflower Compact as an agreement between the Pilgrims to live and work according to their beliefs and religious faith (H, G/Civ, S);
 - (B) explain how Pilgrim families practiced self-government by making their own rules and electing their own leaders (H, G/Civ, S);
 - (C) explain that a meeting house was a place where people prayed, talked about community needs, voted on community matters, and chose leaders (H, G/Civ, S);
 - (D) use voting as a method for decision making and recognize that this method was also used by Pilgrims (G/Civ, S); and
 - (E) recognize that the way we govern ourselves today is based on how the Pilgrims made rules and decisions together long ago (H, G/Civ, S).
- (6) The Settlement of Texas and Texas Heroes. The student understands important characteristics of the Comanche. The student is expected to:
- (A) describe the Comanche as a nomadic tribe, meaning a group of people who traveled to find food and water instead of staying in one place (H, Geo/C, S);
 - (B) describe how the use of horses helped the nomadic Comanche to migrate and hunt buffalo (H, Geo/C, S);
 - (C) retell, using illustrations and writing, the story of the Legend of the Bluebonnet (Geo/C, S); and
 - (D) identify the Bluebonnet as a symbol of Texas (H, Geo/C, S).

- (7) The American Declaration of Independence and Symbols of Freedom. The student understands how important events, people, and places from the American Revolution remind us that our nation was founded on liberty and unity. The student is expected to:
- (A) locate on a map, with adult assistance, North America, Boston, Massachusetts, and Philadelphia, Pennsylvania on a map (Geo/C, S);
 - (B) retell, with adult assistance, the story of the Boston Tea Party, including that colonists threw tea into the harbor to protest unfair taxes, using the sequential terms beginning, middle, and end (H, G/Civ, S);
 - (C) describe the roles that Paul Revere and Sybil Ludington played in alerting the colonists that the British army was coming (H, G/Civ, S);
 - (D) identify Thomas Jefferson as the writer of the Declaration of Independence, a document which sought freedom from being ruled by a king (H, G/Civ, S);
 - (E) describe the term liberty as used in the Declaration of Independence as freedom from being ruled by a king (H, G/Civ, S);
 - (F) recite the phrase "Life, Liberty, and the pursuit of Happiness" as an important phrase in American history (H, G/Civ, S); and
 - (G) explain that Boston was where the Boston Tea Party occurred and that Philadelphia is where the signing of the Declaration of Independence occurred (H, G/Civ).
- (8) The American Declaration of Independence and Symbols of Freedom. The student knows symbols of American freedom. The student is expected to:
- (A) explain the meaning of the stars and stripes on the American flag (H, Geo/C, S);
 - (B) recognize "America the Beautiful" when played aloud (H, Geo/C, S);
 - (C) explain how "America the Beautiful" was originally written as a poem by Katherine Lee Bates who was inspired by the natural beauty found in the geography of the United States (H, Geo/C, S);
 - (D) explain that Independence Hall in Philadelphia, Pennsylvania, is a building where Americans met to make important decisions, including the signing of the Declaration of Independence in 1776, declaring American independence from British rule (H, G/Civ, Geo/C, S); and
 - (E) explain that the Liberty Bell rang to call people together to hear the first public reading of the Declaration of Independence in Philadelphia, Pennsylvania in 1776 (H, G/Civ, Geo/C, S).
- (9) The American Declaration of Independence and Symbols of Freedom. The student understands the importance of key national holidays in America. The student is expected to:
- (A) identify July 4, 1776, as the date of American Independence and describe how people today celebrate July 4th (H, G/Civ, Geo/C, S); and
 - (B) identify Veterans Day and Memorial Day as holidays that honor members of the military who have served to defend American freedom (H, Geo/C, S).
- (10) The Settlement of Texas and Texas Heroes. The student understands stories about the settlement of Texas and Texas heroes. The student is expected to:
- (A) define missions as church communities built long ago to teach Christianity and help American Indians (H, Geo/C, S);
 - (B) explain that the missions brought the Spanish and American Indians into a shared community, resulting in a blending of cultures (H, Geo/C, S); and

- (C) retell the story of Antonio de Olivares and the mission that became the Alamo (H, Geo/C, S).
- (11) The Settlement of Texas and Texas Heroes. The student understands stories about Texas Independence. The student is expected to:
- (A) retell, with adult assistance, the story of the Texas Declaration of Independence, including that Texans came together to declare why they wanted to be free from Mexico (H, Geo/C, S);
- (B) retell, with adult assistance, the story of Stephen F. Austin as the "Father of Texas," including how he helped people settle and build communities in Texas (H, Geo/C, S);
- (C) retell, with adult assistance, the story of William B. Travis, including his role as a commander at the Alamo who showed courage and leadership during Texas's fight for independence (H, Geo/C, S); and
- (D) explain that on March 2, 1836, Texas declared its independence from Mexico and that this date is now celebrated as Texas Independence Day (H, Geo/C, S).
- (12) Abraham Lincoln and the Civil War. The student understands the role of Abraham Lincoln in the Civil War. The student is expected to:
- (A) recognize slavery as the unfair treatment of someone based on race resulting in enslavement (H, S);
- (B) describe how the country was divided over different views of slavery which led to the Civil War (H, S);
- (C) retell, with adult assistance, stories of Abraham Lincoln using a timeline, including details about his childhood, his election as president, and his speech, the Gettysburg Address (H, S);
- (D) identify Abraham Lincoln as the president who worked to end slavery and protect liberty in America (H, G/Civ, S);
- (E) locate Washington, DC, on a map and identify the Lincoln Memorial in a picture (Geo/C, S); and
- (F) explain that the Lincoln Memorial in Washington, DC, is a landmark that honors Abraham Lincoln and has served as a backdrop for many important speeches, including "I Have a Dream" by Martin Luther King, Jr. (H, G/Civ, Geo/C, S).
- (13) Abraham Lincoln and the Civil War. The student understands the importance of Juneteenth. The student is expected to:
- (A) identify June 19th as Juneteenth on the calendar (H, Geo/C, S); and
- (B) explain that Juneteenth is a holiday that celebrates when enslaved people in Texas learned they were free (H, Geo/C, S).
- (14) Free Enterprise Shapes Texas. The student understands how free enterprise shaped Texas in the past. The student is expected to:
- (A) identify oil as a valuable natural resource that is found deep in the ground (Geo/C, E, S);
- (B) explain that the discovery of oil in Texas led to new towns, transportation, and products (H, E, S);
- (C) describe Patillo Higgins as an oil explorer who found oil at Spindletop Hill in Beaumont in 1901, starting the Texas oil boom (H, E, S);
- (D) describe Henry O. Flipper as an engineer and surveyor who worked in Texas to help with land and oil projects, showing courage and skill (H, E, S); and

- (E) describe William P. Hobby as a Texas leader and governor who supported business and helped Texas grow during the early oil years (H, E, S).
- (15) The Civil Rights Movement. The student understands the importance of the civil rights movement in American history. The student is expected to:
 - (A) define segregation as keeping people apart from each other because of the color of their skin (G/Civ, Geo/C);
 - (B) retell, with adult assistance, stories of Martin Luther King, Jr. using sequential terms, including his life as a preacher and civil rights leader, explaining that he worked peacefully for liberty and equality for all Americans (H, G/Civ, S);
 - (C) identify "I Have a Dream" as a speech by Martin Luther King, Jr. that expressed his dream for people to be treated fairly, "judged by the content of their character and not by the color of their skin" (H, G/Civ, S);
 - (D) identify Martin Luther King, Jr. Day as a holiday that honors the life and work of Martin Luther King, Jr. (H, G/Civ, S);
 - (E) identify the Martin Luther King, Jr. Memorial in pictures (H, Geo/C, S); and
 - (F) explain that the Martin Luther King, Jr. Memorial is a place that honors Martin Luther King, Jr. and his work for equality. (H, Geo/C, S).
- (16) The Civil Rights Movement. The student understands stories of equality and justice. The student is expected to:
 - (A) describe Claudette Colvin and Rosa Parks as women who refused to give up their seats on a segregated bus to protest unfair laws (H, G/Civ, S);
 - (B) describe Dr. Hector P. Garcia as a leader in Texas who worked peacefully for equal rights for Hispanic Americans and veterans in Texas (H, G/Civ, S); and
 - (C) describe Ruby Bridges as a young student who helped bring equality to education in the United States, including the state of Texas (H, G/Civ, S).

§113.3. Social Studies, Grade 2, Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) Introduction.
 - (1) In Grade 2, students learn about people, places, and events that helped shape America and Texas by exploring stories from long ago through maps, timelines, and historical examples. Students study how early civilizations lived, how communities made rules, and how people worked together to seek freedom, safety, and opportunity. Through age-appropriate stories and symbols, students build an understanding of geography, citizenship, and history while making connections between the past and their lives today.
 - (A) Students begin by learning about the world and early civilizations to understand that people have lived in many places for a long time. They identify the continents and oceans and explore how early groups met their needs by farming, trading, building communities, and creating rules. Students learn about ancient peoples such as the Clovis, Hebrews, Greeks, Romans, and African civilizations, focusing on how their ideas, tools, and laws helped shape later societies. These early examples introduce students to important ideas such as leadership, fairness, and cooperation.
 - (B) Students explore the fight for freedom and the growth of American democracy through stories of the American Revolution and the early nation. They learn why colonists wanted independence, what liberty means, and how people worked together to create a new country. Students study important individuals from the Revolutionary era and learn how

- the Constitution and Bill of Rights protect freedoms and require everyone to follow the same laws. They also learn about the War of 1812 and how shared symbols and stories helped strengthen American identity.
- (C) The course emphasizes Texas history and growth by examining how people settled the land, built communities, and worked toward independence. Students learn about Spanish missions, the Texas Revolution, and the leaders and groups who helped Texas become independent. They explore why people came to Texas seeking opportunity and how different groups contributed to farming, ranching, trade, and community life. The year concludes with a study of the Civil War and the struggle for freedom and equality, helping students understand how the past continues to shape Texas and the United States today.
- (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
- (A) students understand how to emulate the preservation of liberty as citizens who value the idea of virtue under the Constitution;
- (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution; and
- (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.
- (4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:
- (A) History (World, United States, and Texas), coded with H;
- (B) Government and Civics, coded with G/Civ;
- (C) Geography and Culture, coded with Geo/C;
- (D) Economics, coded with E; and
- (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (7) Student expectations embed relevant statutory requirements, including:

- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-2)(1)-(3) and (h-3)--Knowledge of Civics;
 - (G) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (H) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (I) TEC, §29.907--Celebrate Freedom Week;
 - (J) TEC, §29.9071--Texas Military Heroes Day; and
 - (K) TEC, §29.9072--Holocaust Remembrance Week.
- (8) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
 - (9) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
 - (10) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (7) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (c) Knowledge and skills.
- (1) Ancient Civilizations: People and Places that Influenced America and Texas. The student knows the continents and oceans of the world. The student is expected to:
 - (A) label on a map and describe the relative locations of the seven continents and five oceans (Geo/C, S); and
 - (B) explain that people have lived in many parts of the world for a long time (H, Geo/C, S).
 - (2) Ancient Civilizations: People and Places That Influenced America and Texas. The student understands stories about early civilizations and their characteristics. The student is expected to:
 - (A) explain characteristics of early civilizations, including establishing leadership, developing rules for society, creating innovations in agriculture, and tools, and implementing economic systems to meet the needs of their communities (H, G/Civ, Geo/C, E, S);

- (B) identify the Clovis in North America as one of the first known civilizations, and archeological evidence shows that the Clovis people lived in areas that are now part of Texas (H, G/Civ, Geo/C, E, S);
 - (C) identify the Hebrews in the Middle East as people who had written laws that taught moral responsibility (H, G/Civ, Geo/C, E, S);
 - (D) identify people who changed the land in the Americas by farming and using water, including the Olmec who dug canals, the Ancestral Pueblo who built irrigation systems, and the Mississippians who farmed near the Mississippi River (H, G/Civ, Geo/C, E, S);
 - (E) identify the Greek and Roman civilizations in Europe as people who developed ideas, including democracy, the republic, elected leaders, responsibilities of citizenship and written laws that influenced America and Texas government (H, G/Civ, Geo/C, E, S);
 - (F) identify the Greek and Roman civilizations as people who developed innovations, including aqueducts (H, G/Civ, Geo/C, E, S); and
 - (G) identify Ancient African civilizations as people who developed trade networks connecting regions, engineered stone cities without mortar, and advanced written communications with hieroglyphics (H, G/Civ, Geo/C, E, S).
- (3) American Heroes in the War for Independence. The student knows the locations of the original thirteen colonies. The student is expected to:
- (A) define colony as a new place where people move to live that is ruled by another country (H, Geo/C, S); and
 - (B) locate the original thirteen colonies on a map, using cardinal directions to describe relative locations (H, Geo/C, S).
- (4) American Heroes in the War for Independence. The student understands the reasons for the American Revolution. The student is expected to:
- (A) define American Revolution as the war in which Americans fought the British for independence (H, G/Civ, Geo/C, S);
 - (B) locate America, the Atlantic Ocean, and Great Britain on a map (Geo/C, S);
 - (C) explain the reasons for the American Revolution, also known as the War for Independence, including taxation without representation and a desire for liberty (H, E, S); and
 - (D) explain that taxation without representation meant people were required to pay taxes to the king of Great Britain but did not get a say in making the rules (H, E, S).
- (5) American Heroes in the War for Independence. The student understands stories about the American Revolution. The student is expected to:
- (A) explain the importance of Patrick Henry's famous statement, "Give me liberty, or give me death!" (H, G/Civ, Geo/C, S);
 - (B) explain that the Oneida and Tuscarora people were part of the Iroquois Confederacy who helped Americans by scouting, carrying messages, and sharing food during the American Revolution (H, G/Civ, Geo/C, S);
 - (C) explain that Martha Washington helped injured American soldiers in the American Revolution (H, G/Civ, Geo/C, S);
 - (D) identify George Washington as the leader and General of the American Army (H, G/Civ, S);
 - (E) explain that Marquis de Lafayette was a French ally who helped George Washington and the Americans fight for freedom during the American Revolution (H, G/Civ, Geo/C, S); and

- (F) explain that General George Washington and the American soldiers won the Battle of Yorktown, which was the final victory in the war for Independence from Britain (H, G/Civ, Geo/C, S).
- (6) The Rule of Law. The student understands the concept of rule of law and its connection to the United State Constitution. The student is expected to:
 - (A) explain how leaders are chosen by the people at the national, state, and local levels (G/Civ);
 - (B) explain that rule of law means everyone must follow the same rules to keep society fair and safe (G/Civ);
 - (C) identify the Constitution as the highest law in the United States (G/Civ);
 - (D) define amendment as a change in a written document (S); and
 - (E) explain that the Bill of Rights are amendments to the Constitution that protect liberties and freedoms, including speech and religion (H, G/Civ, S).
- (7) The War of 1812. The student understands stories about key people and symbols associated with the War of 1812. The student is expected to:
 - (A) explain that the War of 1812, also known as the Second War for Independence, was fought between America and Great Britan, which strengthened American identity (H, G/Civ, Geo/C, S);
 - (B) retell the story of Francis Scott Key who wrote the "Star-Spangled Banner" which became the national anthem (H, G/Civ, Geo/C, S); and
 - (C) retell the story of Dolley Madison who saved George Washington's portrait when the British burned the White House (H, G/Civ, Geo/C, S).
- (8) People and Events that Made Texas. The student understands stories about people and events of the Texas Revolution. The student is expected to:
 - (A) explain that religious communities known as Spanish missions in Texas were built near rivers for farming and ranching (H, Geo/C, G/Civ, S);
 - (B) describe how people in the mission grew crops, raised animals, traded goods, and shared religion (H, G/Civ, Geo/C, S);
 - (C) explain how Spanish and American Indian culture blended bringing new foods, animals, and religions to Texas (H, G/Civ, Geo/C, S);
 - (D) explain that the Texas Declaration of Independence was modeled after the American Declaration of Independence and was signed on March 2, 1836, at Washington-on-the-Brazos (H, G/Civ);
 - (E) explain that the Texas Declaration of Independence was a document that declared Texas' independence from Mexico allowing the formation of the Republic of Texas (H, G/Civ, S);
 - (F) explain that the battle of Goliad was a pivotal battle that served as a rallying cry for Texian soldiers (H, G/Civ, Geo/C);
 - (G) explain that the phrase "Remember Goliad!" motivated Texian resolve for the final battle at San Jacinto (H, G/Civ, Geo/C, S);
 - (H) explain the role of James Bowie in the Texas Revolution as a leader in the Alamo who showed courage to defend the mission (H, G/Civ, Geo/C, S);
 - (I) explain the role of David Crockett in the Texas Revolution as a frontiersman who fought bravely in the Alamo (H, G/Civ, Geo/C, S);

- (J) explain that the Battle of San Jacinto in the Texas Revolution was the final victory that gave Texas its independence from Mexico (H, G/Civ, Geo/C, S);
- (K) explain the role of Sam Houston as a commander of the Texian Army who won the Battle of San Jacinto (H, G/Civ, Geo/C, S);
- (L) explain the role of Juan Seguin as a Tejano officer who helped the Texian Army fight for independence (H, G/Civ, Geo/C, S);
- (M) identify American Indian tribes, including the Tonkawa and Cherokee in Texas, as allies who helped the Texian Army as scouts (H, G/Civ, Geo/C, S);
- (N) explain that the government of the Texas Republic was modeled after the government of the United States (H, G/Civ, Geo/C, S); and
- (O) retell, with adult assistance, major events of the Texas Revolution using a timeline, including the Alamo, the Battle of Gonzales, the Battle of San Jacinto, and the signing of the Texas Declaration of Independence (H, G/Civ, Geo/C, S).
- (9) People and Events that Made Texas. The student understands symbols that represent the Texas Revolution. The student is expected to identify the Alamo as a symbol of courage and sacrifice in Texas (H, G/Civ, Geo/C, S).
- (10) Texas as a Land of Opportunity. The student understands that people came to Texas seeking freedom, safety, and opportunity for a better life. The student is expected to:
 - (A) explain how Tejano ranching and farming helped shape the community culture during the Spanish and Mexican Texas era (H, Geo/C, E, S);
 - (B) retell the story of Tejano Rancher Martin de Leon who established one of the earliest communities in what would become Victoria, Texas (H, Geo/C, E, S);
 - (C) retell the story of how German and Czech settlers established farming communities that contributed to local economies and regional development in what would become the Hill Country of Texas (H, Geo/C, E, S);
 - (D) retell the story of how Irish settlers in the mid-1800s contributed to agriculture and rural communities as Texas continued to grow (H, Geo/C, E, S);
 - (E) retell the story of Charles Schreiner who expanded ranching, business, and community leadership during westward growth in the late 1800s Texas frontier (H, Geo/C, E, S);
 - (F) retell the story of Richard and Henrietta King who established large-scale ranching on the King Ranch and contributed to economic development in what would become South Texas (H, Geo/C, E, S); and
 - (G) explain that Chinese immigrants helped Texas grow by building railroads for transportation of people and goods (H, Geo/C, E, S).
- (11) Texas as a Land of Opportunity. The student practices good citizenship by volunteering, voting, and celebrating patriotic holidays. The student is expected to use voting as a method for decision making and recognize that voting is a responsibility of American citizenship (H, G/Civ).
- (12) People of the Civil War. The student understands the causes, people, and events of the Civil War. The student is expected to:
 - (A) identify a civil war as a war between citizens of the same country (H, G/Civ, Geo/C, S);
 - (B) define the Union states as northern states who opposed slavery (H, G/Civ, Geo/C, S);
 - (C) define the Confederacy as southern states who wanted to keep slavery as a right (H, G/Civ, Geo/C, E, S);
 - (D) identify, with adult assistance, the Northern Union states and the Southern Confederate states on a map (H, G/Civ, Geo/C, S);

- (E) explain that slavery took away people's freedom and slaves were treated as property instead of human beings (H, G/Civ, E, S);
- (F) explain that the Civil War happened because some states wanted to keep slavery under states' rights, while others wanted it to end (H, G/Civ, E, S);
- (G) explain Abraham Lincoln was the president who worked to end slavery (H, G/Civ, S);
- (H) identify Frederick Douglass as an African American leader who fought for liberty and equality during the time of slavery (H, G/Civ, S);
- (I) explain that the Underground Railroad was a secret network of people, homes, and hiding places that helped enslaved people escape to freedom (H, Geo/C, S);
- (J) locate, with adult assistance, Underground Railroad routes that led north to Canada and south from Texas to Mexico on a map (H, Geo/C, S);
- (K) retell the story of Harriet Tubman as a leader who helped enslaved people find freedom using the Underground Railroad (H, G/Civ, S);
- (L) identify Ulysses S. Grant as a Union general who led the northern states to win the Civil War (H, G/Civ, S);
- (M) identify Robert Smalls as an African American who helped the Union during the Civil War by taking action to gain freedom and support the United States (H, G/Civ, S);
- (N) identify Robert E. Lee as a Confederate general who led the confederate states and surrendered to General Grant in Virginia (H, G/Civ, S); and
- (O) identify Jefferson Davis as the president of the Confederate States and recognize that he led the Southern states during the Civil War (H, G/Civ, S).

§113.4. Social Studies, Grade 3, Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) Introduction.
 - (1) In Grade 3, students study the development of early civilizations and their lasting influence on Western civilization, the United States, and Texas. Students examine how geography, natural resources, and human innovation shaped the ways people lived, worked, governed, and interacted over time. Through the study of ancient river valley civilizations, early American and Texas cultures, and the civilizations of Israel, Greece, and Rome, students develop an understanding of how ideas, beliefs, and systems from the past continue to affect life in America and Texas today.
 - (A) Students analyze the movement of people and the development of societies from hunting and gathering to farming and trade. They explore how access to land and water influenced settlement patterns, how scarcity led to trade, and how cultural and technological contributions such as writing systems, architecture, calendars, laws, and forms of government supported growing civilizations. Students compare different systems of leadership and government, including unlimited and limited forms of power, and examine early ideas of citizenship, democracy, and the rule of law.
 - (B) Students also study the histories and cultures of early peoples in Texas, including how geography influenced where communities formed, how natural resources were used to meet basic needs, and how trade and leadership systems supported cooperation and survival. The course emphasizes the use of maps, artifacts, and primary sources to understand the past and make connections across time and place.
 - (C) Throughout Grade 3, students connect ancient civilizations to modern America and Texas by identifying shared ideas, values, and structures. These connections help students understand the foundations of laws, government, cultural traditions, and civic

- responsibilities in their own communities and prepare them for future studies in history, geography, economics, and civics.
- (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
- (A) students understand how to emulate the preservation of liberty as citizens who value the idea of virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution; and
 - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.
- (4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:
- (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (7) Student expectations embed relevant statutory requirements, including:
- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;

- (F) TEC, §28.002(h-2)(1)-(3) and (h-3)--Knowledge of Civics;
 - (G) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (H) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (I) TEC, §29.907--Celebrate Freedom Week;
 - (J) TEC, §29.9071--Texas Military Heroes Day; and
 - (K) TEC, §29.9072--Holocaust Remembrance Week.
- (8) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (9) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (10) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (7) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (c) Knowledge and skills.
- (1) River Valley Civilizations and Connections to America and Texas. The student understands the River Valley civilizations and their connections to America and Texas. The student is expected to:
- (A) identify and label the seven continents, five oceans, the Mediterranean Sea, the Fertile Crescent, Mesopotamia, Egypt, the Nile River, and the Tigris-Euphrates River on a map (Geo/C, S);
 - (B) describe hunter-gatherer societies as early people who lived in small groups that obtained food by hunting animals and gathering plants (H, Geo/C);
 - (C) explain that hunter-gatherer societies moved from place to place to follow food sources and used natural resources for shelter, clothing, and tools (H, Geo/C);
 - (D) explain how the location of the Fertile Crescent shaped settlement patterns and describe how rivers supported irrigation and farming (H, Geo/C);
 - (E) identify that the Phoenician alphabet was an early form of written communication that was adapted by numerous cultures which resulted in expanded trade opportunities (H, E);
 - (F) explain how ancient Egyptian people used papyrus and hieroglyphic writing to write information and how the Rosetta Stone helped historians translate ancient languages (H, Geo/C);
 - (G) compare ancient Egyptians pyramids and obelisks built to honor rulers with similar building designs in the Washington and San Jacinto monuments that honor important leaders or events (H, Geo/C); and

- (H) compare the difference between systems of government, including the ancient Egyptian pharaohs who held unlimited political and religious power and the limited government of the United States in which power comes from the people (H, G/Civ).
- (2) Mesoamerican and other American Civilizations and Connections to America and Texas. The student understands Mesoamerican and other American civilizations and their connections to America and Texas. The student is expected to:
- (A) locate Mesoamerica on a map (Geo/C, S);
- (B) identify and explain how the land bridge of Beringia shaped migration patterns along coastal routes through the ice-free corridor into what would become the United States (H, Geo/C);
- (C) describe the transition from hunting and gathering to gardening and farming in early civilizations (H, Geo/C);
- (D) explain how producing food led to a more stable food supply and fewer issues with scarcity (H, Geo/C, E);
- (E) explain how plains, river valleys, and water sources influenced the movement of the Clovis culture across North America and areas that are now part of Texas (H, Geo/C);
- (F) describe how access to animals, plants, and stone resources supported hunting and tool-making in the Clovis culture (H, Geo/C);
- (G) locate the Poverty Point civilization on a map and describe the civilization as an early culture of people that traveled along the Ohio and Mississippi rivers (H, Geo/C, E, S);
- (H) explain how artifacts such as copper and seashells found far from Louisiana show that Poverty Point people traded over long distances to obtain scarce and valuable goods (H, Geo/C, E);
- (I) identify the Olmec culture as an early civilization in the Americas known for farming, trade, and carved stone heads (H, Geo/C, E); and
- (J) identify Mayan civilization contributions, including the building of temples for religion and community life, the development of writing to record history, the study of astronomy to create calendars, and the use of the mathematical concept of zero to help with counting (H, Geo/C).
- (3) Mesoamerican and other American Civilizations and Connections to America and Texas. The student understands the traits and contributions of civilizations and cultures that began more than 20,000 years ago in Texas. The student is expected to:
- (A) locate and label on a map the eight major geographic regions of Texas, including East Texas, Blackland Prairie, Coastal Plains, South Texas, West Texas, Panhandle, Hill Country, and Trans-Pecos (H, Geo/C, S);
- (B) locate the Gault Site in Williamson County on a map and explain that the site contains artifacts of some of the earliest Texans (H, Geo/C, S);
- (C) explain that artifacts found at the Gault site include flint spear points used for hunting large animals (H, Geo/C); and
- (D) locate on a map the White Shaman rock art site in the lower Pecos River valley and explain that the site contains rock art created by early civilizations in Texas (H, Geo/C).
- (4) Mesoamerican and other American Civilizations and Connections to America and Texas. The student understands that geography shaped the development of early civilizations in what would become Texas. The student is expected to:
- (A) identify early civilizations, including Caddo, Karankawa, Coahuiltecans, and Ancestral Pueblo, in what would become Texas (H, Geo/C);

- (B) explain how geographical features, including rivers, plains, deserts, and coasts, influenced where people chose to settle in the past (H, Geo/C);
 - (C) explain how early civilizations farmed corn, beans, and squash in fertile river valleys; hunted buffalo and deer on the plains; used coastal resources, including fish and alligators for food; and gathered plants, including cactus roots (H, Geo/C);
 - (D) explain how early civilizations used natural resources to make homes, including grass houses in river valleys, tipis on the plains, and adobe dwellings in deserts (H, Geo/C);
 - (E) describe the practice of slavery through captive-taking among early American civilizations in Texas and explain that captives taken during conflict were sometimes forced to work or live under the control of others (H, Geo/C);
 - (F) identify how people used trade to solve the problems of resource scarcity (H, Geo/C, E);
 - (G) compare systems of leadership or political organization between Caddo chiefs, Karankawa family leaders, Coahuiltecan bands, and Ancestral Pueblo councils (H, G/Civ, Geo/C); and
 - (H) identify that the name Texas is believed to have come from the Caddo word Tejas, meaning "friend" or "ally" (H, Geo/C).
- (5) Ancient Israel and Connections to America and Texas. The student understands important ancient Israelite historical events and contributions to Western civilization, America, and Texas. The student is expected to:
- (A) locate the region of the ancient kingdom of Israel, including ancient Judea, the Jordan River, and Jerusalem, on a map (H, Geo/C, S);
 - (B) explain important stories from ancient Hebrew tradition found in the Old Testament of the Bible, including the Exodus from Egypt, the Promised Land, and the Ten Commandments (H, Geo/C);
 - (C) describe how Hebrew teachings, including the Ten Commandments, provided foundational ideas about right and wrong that influenced American laws (H, Geo/C);
 - (D) explain how the Hebrew idea of being a chosen people with a promised land influenced Puritans and others who moved to North America (H, Geo/C);
 - (E) identify Abraham as an ancient Hebrew leader whose story is important to Abrahamic religions (H, Geo/C);
 - (F) describe Moses' contributions as a law-giver through the Ten Commandments (H, G/Civ, Geo/C); and
 - (G) describe Moses as a historical figure who led the Israelites out of Egyptian slavery and later served as inspiration for African Americans held in slavery in America and Texas (H, Geo/C).
- (6) Ancient Greece and Connections to America and Texas. The student understands important ancient Greek historical events and contributions to Western Civilization, America, and Texas. The student is expected to:
- (A) locate Greece and Greek city-states Athens and Sparta on a map (Geo/C, S);
 - (B) describe how the Parthenon is an example of ancient Greek architecture that influenced the design of the Lincoln Memorial and compare how both structures were built to honor important figures or events (H, Geo/C);
 - (C) explain how the ancient Greek Olympic Games influenced modern sports competitions in which Americans and Texans participate today (H, Geo/C);
 - (D) identify the influence of the Greek alphabet on the English alphabet (H, Geo/C);

- (E) explain why ancient Greek pottery is a primary source and compare it to a secondary source that explains Greek daily life (H, Geo/C, S);
 - (F) describe ancient Greek polytheistic religious beliefs and how Greek myths were used to explain the world and daily life (H, Geo/C);
 - (G) explain the Battle of Thermopylae as an ancient Greek event and compare the battle to the Alamo in Texas history that showed courage and sacrifice while being outnumbered and fighting to the last man (H, Geo/C);
 - (H) compare the Library of Alexandria named for Alexander the Great as an early center of learning for scholars and elites to libraries that help people learn and share knowledge in America and Texas today (H, Geo/C);
 - (I) explain how citizens in ancient Greece made decisions together using early ideas of democracy and describe how these ideas influenced self-government in America and Texas (H, G/Civ, Geo/C);
 - (J) use voting as a method for group decision making and identify that voting is an essential principle in the democratic process (G/Civ);
 - (K) describe Greek ideas about citizenship, liberty, and responsibilities and explain how these ideas influence rights, including voting, and duties of citizens in America and Texas today (H, G/Civ, Geo/C); and
 - (L) explain Greek ideas about the rule of law, including separation of powers, following rules, and serving on juries, and compare these ideas to laws and government in America and Texas today (H, G/Civ, Geo/C).
- (7) Ancient Rome and Connections to America and Texas. The student understands important Roman Republic historical events and contributions to Western civilization, America, and Texas. The student is expected to:
- (A) locate what constituted the Roman Empire on a map (H, Geo/C, S);
 - (B) compare the stories of the founding of Rome by Romulus with the founding of the Roman Republic by Brutus and explain what these stories teach about leadership and government (H, G/Civ, Geo/C);
 - (C) explain how ideas from Ancient Rome, including written laws and representative government, influenced the United States Constitution (H, G/Civ);
 - (D) explain that George Washington was called the "American Cincinnatus" because of his commitment to civic duty and that Sam Houston compared himself to the ancient Roman leader Gaius Marius who was honored for his military leadership (H, G/Civ, Geo/C);
 - (E) explain how Julius Caesar and Augustus expanded the Roman Republic into an empire and identify lasting Roman influences on America and Texas, including the naming of the months of July and August (H, G/Civ, Geo/C);
 - (F) identify Roman architectural features of columns and domes that appear in government buildings, including the U.S. Capitol, the Jefferson Memorial, and the Texas State Capitol (H, Geo/C);
 - (G) explain the Latin phrase E Pluribus Unum that is used on U.S. currency, coins, the presidential seal, and government buildings (H, Geo/C);
 - (H) identify the Roman contribution of republicanism as the form of government used in America and Texas (H, G/Civ, Geo/C); and
 - (I) explain that the Western Roman Empire weakened because emperors were spending more money than they had causing instability and describe why this was an important lesson for the founders of America (H, G/Civ, Geo/C, E).

- (8) Ancient Rome and Connections to America and Texas. The student understands that important tenets of Christianity during the time of the Roman empire influenced Western Civilization, America, and Texas. The student is expected to:
- (A) identify Jesus of Nazareth as the central figure in Christianity and describe how his teaching of the Golden Rule to treat others the way you want to be treated has become a well-known phrase in American culture (H, Geo/C);
 - (B) identify that Christianity began among Jewish communities living under Roman rule and that they faced persecution for not following Roman rules (H, Geo/C);
 - (C) describe how Christian beliefs such as valuing every individual, doing what is right, and showing compassion for others helped shape American ideas about equality, rights, and treating people with dignity (H, G/Civ, Geo/C);
 - (D) identify that the Roman Road was a literal pathway for the spread of Christianity as a religion (H, Geo/C); and
 - (E) explain that the spread of Christianity under Emperor Constantine led to its acceptance as the religion of the Roman Empire (H, G/Civ, Geo/C).

§113.5. Social Studies, Grade 4, Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) Introduction.
 - (1) In Grade 4, students study the Middle Ages and the early modern period to understand how civilizations in Asia, Europe, and the Americas developed and how their ideas, systems, and innovations shaped Western civilization, the United States, and Texas. Students examine the role of geography, trade, belief systems, and leadership in the growth of societies and analyze how interactions among regions led to the exchange of goods, knowledge, and cultural traditions.
 - (A) Students explore major civilizations and historical developments in Asia, Europe, and the Americas, including the rise of powerful kingdoms and empires, the spread of religion, and the development of political, economic, and legal systems. They study how trade routes connected distant regions, how technological and agricultural innovations supported population growth, and how ideas such as the rule of law, individual rights, and limits on government power emerged over time. Students also examine how these ideas influenced the foundations of American and Texas government, law, and culture.
 - (B) Students investigate the histories and cultures of peoples in the Americas and Texas during the Middle Ages, with an emphasis on how geography influenced settlement patterns, resource use, trade, and social organization. They analyze how civilizations adapted to diverse environments, developed complex societies, and participated in regional and long-distance trade networks. Students use maps and primary sources to understand historical perspectives and changes over time.
 - (C) The course concludes with a study of the Renaissance and the Age of Exploration, focusing on how renewed interest in classical ideas, scientific innovation, and economic motivations led to global exploration and lasting change. Throughout Grade 4, students make connections between medieval and early modern history and life in the United States and Texas today, building a foundation for understanding historical continuity, civic values, and global interdependence.
 - (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of virtue under the Constitution;

- (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution; and
- (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.
- (4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (7) Student expectations embed relevant statutory requirements, including:
 - (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-2)(1)-(3) and (h-3)--Knowledge of Civics;
 - (G) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for grades 4 and higher);
 - (H) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (I) TEC, §29.907--Celebrate Freedom Week;
 - (J) TEC, §29.9071--Texas Military Heroes Day; and

(K) TEC, §29.9072--Holocaust Remembrance Week.

- (8) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (9) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (10) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (7) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(c) Knowledge and skills.

- (1) The Middle Ages in Europe and Connections to America and Texas. The student understands important historical events and contributions to Western civilization in the Early Middle Ages. The student is expected to:
- (A) locate the Alps and Pyrenes mountains, the Sahara and Arabian Deserts, Israel, the Baltic and North Seas, the Danube River, Germany, Spain, Portugal, and the United Kingdom on a map (H, Geo/C, S);
 - (B) identify the Catholic Church and the Pope as important institutions in Europe during the Middle Ages (H, Geo/C);
 - (C) explain that the purpose of the Crusades was to reclaim Christian control of the Holy Land and Jerusalem (H, Geo/C, E);
 - (D) identify monasteries as centers of learning, knowledge preservation, and community during the Middle Ages and explain how they served as a model for Spanish missions in the Americas and Texas (H, Geo/C); and
 - (E) explain how monks preserved ancient texts during the Middle Ages by copying them by hand (H, Geo/C).
- (2) The Middle Ages in Europe and Connections to America and Texas. The student understands important historical events and contributions from Medieval Europe. The student is expected to:
- (A) identify Charlemagne as the Holy Roman Emperor in medieval Europe who helped unite much of Western Europe (H, G/Civ, Geo/C);
 - (B) identify the Norse people and explain their influence on Europe through Viking exploration and raids (H, G/Civ, Geo/C);
 - (C) describe how Norse culture influenced the English language, including names of the days of the week still used in America and Texas (H, Geo/C);
 - (D) identify Leif Erikson as a Norse explorer who explored North America before Christopher Columbus (H, Geo/C);
 - (E) explain feudalism, including the roles of castles and knights, as a system of land ownership and protection in medieval Europe (H, G/Civ, Geo/C);

- (F) describe chivalry as a code of honor for knights that emphasized courage, loyalty, and helping others (H, Geo/C);
 - (G) identify English common law as a system where judges reference earlier decisions, called precedents, to help make fair and consistent rulings in medieval England (H, G/Civ, Geo/C);
 - (H) explain how English common law influenced American and Texas law by establishing the rule of law, the idea that laws apply to everyone, and protections for individual rights. (H, G/Civ, Geo/C);
 - (I) use voting as a method for group decision making and explain that voting is an individual responsibility in America and Texas today (G/Civ);
 - (J) explain that the Magna Carta, created in 1215 in England, was the first document that limited the power of the king and protected certain rights in medieval England (H, G/Civ, Geo/C);
 - (K) explain how ideas from the Magna Carta influenced limits on government power and protection of rights as a central component of the United States Constitution (H, G/Civ, Geo/C); and
 - (L) identify the watermill, windmill, iron plough, and crop rotation as important medieval innovations and explain how these innovations were later used in America and Texas (H, Geo/C).
- (3) People in the Americas and Texas. The student understands how civilizations and trade grew and changed in the Americas in the Middle Ages. The student is expected to:
- (A) locate the Americas, Andes Mountains, Appalachian Mountains, Rocky Mountains, Great Lakes, Amazon River, Texcoco Lake, Mississippi River, Rio Grande River, Mexico, Texas, the Yucatan Peninsula, and the Caribbean Sea on a map (H, Geo/C, S);
 - (B) explain that physical geography, including rivers, plains, coastlines, and mountains, impacted settlement and trade in the Americas and Texas (H, Geo/C, E);
 - (C) describe the Cahokia and their urban centers, mound-building practices, and extensive trade networks across the eastern United States as a significant part of Mississippian culture, growth, and change (H, Geo/C, E);
 - (D) describe the significant contributions of the Mayan civilization, emphasizing the pyramids at Chichén Itzá as the focal point of the political structure, and innovations, including the Mayan calendar system (H, G/Civ, Geo/C);
 - (E) describe the growth and change of the Inca Empire, including Machu Picchu as an architectural achievement, the mit'a system of labor, terrace farming as an agricultural innovation, and road networks for communication and regional trade (H, G/Civ, Geo/C, E);
 - (F) describe the significance of Tenochtitlán as a key location of the Aztec Empire and describe the practices of urban planning, chinampas which were floating gardens supporting agriculture, and military conquest and enslavement in maintaining imperial control (H, G/Civ, Geo/C);
 - (G) compare the mit'a system of labor as a similar social structure to communism, which includes no private property, money, or free markets (H, G/Civ, Geo/C, E, S);
 - (H) identify examples of primary sources, including glyph writing and quipus which was a knotted string for record keeping, in the Americas (H, Geo/C, S); and
 - (I) explain the influence of Mesoamerican cultural heritage on Texas culture, including corn tortillas and tamales, musical traditions, including cumbia, and community traditions centered on family and faith, including quinceañeras (H, Geo/C).

- (4) People in the Americas and Texas. The student understands civilizations in Texas in the centuries prior to European exploration and settlement. The student is expected to:
- (A) locate on a map the regions in Texas where the Caddo lived (H, Geo/C, S);
 - (B) identify Caddo origins in the Mississippian cultural tradition, including the development of permanent villages in the Piney Woods region of East Texas and parts of present-day Oklahoma, Arkansas, and Louisiana (H, Geo/C);
 - (C) describe key characteristics of Caddo settlements, including the construction of the mound complex at the Caddo Mounds State Historic Site in Alto, Texas (H, Geo/C);
 - (D) identify that the Caddo supported their society through farming and trade, including the cultivation of the "three sisters" crops that consisted of corn, beans, and squash; the use of crop rotation; and the participation in extensive regional trade networks (H, Geo/C, E);
 - (E) locate on a map West Texas and the Big Bend region, including areas along major river corridors and desert environments as places where the Jumano and Pueblo lived (H, Geo/C, S);
 - (F) identify characteristics of Jumano settlements as villages built with adobe and locate the rock art site at Paint Rock (H, Geo/C);
 - (G) identify that the Jumano played a significant role in regional trade networks by exchanging goods with Pueblo and Caddo people across Texas and the Southwest (H, Geo/C, E);
 - (H) locate the Plains of Texas on a map and identify this region as where the Apache lived (H, Geo/C, S);
 - (I) explain that the Apache participated in seasonal movement patterns, including traveling to hunt buffalo and moving in response to the availability of scarce resources (H, Geo/C);
 - (J) describe key characteristics of Apache life in the Plains, including the use of tipis and grass huts, hunting buffalo, and the use of buffalo jumps to obtain food and materials (H, Geo/C);
 - (K) identify how the Apache interacted with other peoples through conflict, including fighting other tribes to control access to scarce resources on the Plains of Texas (H, Geo/C);
 - (L) identify Apache participation in trade networks, including exchanges that reached the Rio Grande region (H, Geo/C, E);
 - (M) identify the importance of natural resources to the Apache, including the use of Alibates flint quarry for making tools (H, Geo/C);
 - (N) identify important regional sites, including sacred springs used by Coahuiltecan peoples and the Loma Sandia burial site near present-day Corpus Christi (H, Geo/C); and
 - (O) compare the differences between natural resources in east and west Texas and the effect on American Indian tribes (H, Geo/C).
- (5) The Renaissance and Connections to America and Texas. The student understands important contributions to Western civilization from the Renaissance. The student is expected to:
- (A) locate the Italian states of Florence, Genoa, and Venice on a map (H, Geo/C, S);
 - (B) describe the Renaissance as a restoration of classical Greek and Roman ideas of liberty, self-government, and art (H, G/Civ, Geo/C);
 - (C) explain that the Renaissance focused on the value of the individual and that this core characteristic influenced American founders' ideas about rights and government (H, G/Civ, Geo/C);

- (D) explain that Leonardo da Vinci was described as a "Renaissance man" because he was an artist, scientist, and inventor that inspired others (H, G/Civ, Geo/C);
 - (E) explain that the term "Renaissance Man" was used to describe American founders Benjamin Franklin and Thomas Jefferson and that the term is still used today (H, G/Civ, Geo/C); and
 - (F) explain that wealthy patrons, including the Medici family, played a crucial role in developing traditions of private investment and sponsorship that helped shape modern banking systems and contributed to the development of free enterprise in the economic systems of the United States and Texas (H, G/Civ, Geo/C, E).
- (6) Columbus and the Beginning of Exploration. The student understands important causes for the Age of Exploration and the voyages of Christopher Columbus. The student is expected to:
- (A) identify the Silk Road as a major trade route where resources, wealth, and ideas were exchanged (H, Geo/C, E);
 - (B) explain that a cause of the Age of Exploration was the conquest of Constantinople by the Ottoman Empire that closed off Europe from the Silk Road and trade with Asia (H, G/Civ, Geo/C, E);
 - (C) explain that rulers throughout Europe, including France, Portugal, Spain, and England, strived to accumulate wealth and fame and spread religion which contributed to the Age of Exploration (H, G/Civ, Geo/C, E);
 - (D) explain that scientific innovations, including the caravel ship and the compass for navigation, made transatlantic exploration more accessible (H, Geo/C);
 - (E) locate on a map the four voyages of Christopher Columbus (H, Geo/C, S);
 - (F) explain that Columbus was attempting to test a faster route to Asia by sailing west across the Atlantic and that he landed in the Americas thinking it was Asia (H, Geo/C);
 - (G) describe why Columbus claiming of the land for Spain is significant because he represented rulers who sought more wealth, expansion of their territories, and to spread their faith of Christianity (H, G/Civ, Geo/C, E);
 - (H) describe Columbus' alliances and conflicts with the Taino and the Carib (H, G/Civ, Geo/C, E);
 - (I) identify Columbus Day as a holiday that commemorates his voyages (H, G/Civ, Geo/C); and
 - (J) explain that the name "America" comes from Amerigo Vespucci who was an Italian explorer (H, Geo/C).

§113.6. Social Studies, Grade 5, Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) Introduction.
 - (1) In Grade 5, the learning is vertically aligned to content in Kindergarten-Grade 4, building upon important ideas in more complex and meaningful ways. Students study major global, American, and Texas developments from the Reformation through the founding of the United States to understand how ideas, events, and systems shaped the political, economic, and civic foundations of America and Texas. Students examine how challenges to authority, scientific discovery, religious beliefs, economic change, and the exchange of ideas influenced individual rights, self-government, and the pursuit of freedom. These connections help students understand the foundations of laws, government, cultural traditions, and civic responsibilities in their own communities and prepare them for future studies in history, geography, economics, and civics.

- (A) Students explore the Protestant Reformation, the Scientific Revolution, and the Enlightenment to understand how questioning religious and political authority led to new ideas about natural rights, limited government, consent of the governed, and economic freedom. They analyze how technological and scientific innovations supported economic growth and helped spread ideas that influenced American colonists and the founders of the United States and Texas.
 - (B) Students investigate European exploration and colonization in the Americas, including the establishment of New Spain and the British colonies. They examine how geography shaped settlement patterns, regional economies, and trade, as well as how interactions among peoples involved cooperation, conflict, cultural exchange, and the development of labor systems, including indentured servitude and slavery.
 - (C) Students study the growth of self-government in colonial America, including representative institutions, written agreements, religious freedom, reform movements, and English legal traditions. They examine the causes, major events, and key individuals of the American Revolution and analyze how colonial resistance to British political and economic policies led to independence. Students explore how the ideas expressed in the Declaration of Independence reflected Enlightenment principles and shaped American beliefs about equality and individual rights.
 - (D) Students conclude the course by examining the challenges faced by the new nation and the creation of the United States Constitution. They analyze the weaknesses of early government, the compromises made to form a stronger union, and the principles embedded in the Constitution, including separation of powers, checks and balances, federalism, and the protection of individual rights through the Bill of Rights. Throughout Grade 5, students use maps, timelines, primary sources, and historical evidence to analyze cause-and-effect relationships, compare perspectives, and connect historical developments to the foundations of American and Texas government, law, economy, and civic responsibility.
- (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
- (A) students understand how to emulate the preservation of liberty as citizens who value the idea of virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution; and
 - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.
- (4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections

across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:

- (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (7) Student expectations embed relevant statutory requirements, including:
- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-2)(1)-(3) and (h-3)--Knowledge of Civics;
 - (G) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (H) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (I) TEC, §29.907--Celebrate Freedom Week;
 - (J) TEC, §29.9071--Texas Military Heroes Day; and
 - (K) TEC, §29.9072--Holocaust Remembrance Week.
- (8) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (9) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (10) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (7) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(c) Knowledge and skills.

- (1) Reformation, Scientific Revolution, and the Enlightenment and Connections to America and Texas. The student understands important historical events and effects of the Protestant Reformation, the Scientific Revolution, and the Enlightenment. The student is expected to:
 - (A) identify Martin Luther as the leader of the Protestant Reformation (H, G/Civ, Geo/C);
 - (B) explain how the Protestant Reformation, an idea that later influenced American colonists to challenge unfair rule and demand greater freedom, encouraged people to question religious and political authority (H, G/Civ, Geo/C);
 - (C) explain how the printing press helped spread Reformation ideas quickly, including wider access to the Bible, and compare how this innovation also helped spread ideas when American founders shared arguments for independence (H, G/Civ, Geo/C);
 - (D) explain how disagreements over religious freedom during the Protestant Reformation led many Europeans to migrate to America, shaping early colonial settlements (H, G/Civ, Geo/C);
 - (E) explain how technological improvements in transportation and farming during the Scientific Revolution supported economic development by making goods easier to produce and trade (H, Geo/C, E);
 - (F) explain John Locke's idea that people are born with natural rights known as inalienable rights, including the rights to life, freedom, and owning property, and how these ideas helped shape American and Texan beliefs about fair government (H, G/Civ);
 - (G) explain Charles Montesquieu's idea that government power should be divided with different parts of government checking each other known as the separation of powers and how this idea influenced the government structures for the United States and Texas (H, G/Civ); and
 - (H) explain how Adam Smith's idea of economic freedom, including how people making choices about buying, selling, and working, helped foster capitalism in America and Texas (H, Geo/C, E).
- (2) Exploration and Early Settlements in America. The student understands important historical events and developments in the European settlements of the Americas. The student is expected to:
 - (A) identify the routes explored and areas claimed by Spain in the early exploration of the Americas (H, Geo/C, S);
 - (B) identify Juan Ponce De Leon as a Spanish conquistador who explored Florida in search of more wealth, expansion of their territories, and to spread their faith of Christianity (H, G/Civ, Geo/C, E);
 - (C) identify Hernán Cortés as a Spanish conquistador who explored central Mexico encountering the Aztec Empire under the rule of Montezuma (H, G/Civ, Geo/C);
 - (D) explain Cortés' alliances with surrounding native groups, including the Tlaxcala, that led to the eventual defeat of the Aztec Empire (H, G/Civ, Geo/C);
 - (E) identify Francisco Pizarro as a Spanish conquistador who encountered the Inca Empire while exploring the Andes region of South America (H, G/Civ, Geo/C);
 - (F) explain Pizarro's role in the capture of Atahualpa and the fall of the Inca Empire (H, G/Civ, Geo/C);
 - (G) explain the founding of New Spain, including the establishment of Mexico City as the capital of Spanish rule in the Americas (H, G/Civ, Geo/C);
 - (H) locate New Spain on a map and explain that Spanish control extended into present day Texas (H, G/Civ, Geo/C, S);

- (I) describe the encomienda system that Spanish colonists used to control the labor of American Indians and describe the inhumane treatment and hardships experienced by many American Indians through this system (H, G/Civ, Geo/C, E);
- (J) explain the role of Friar Bartolomé de las Casas in speaking out against the mistreatment of American Indians leading to protective reforms (H, G/Civ, Geo/C);
- (K) explain the Pueblo Revolt as a successful American Indian rebellion against Spanish rule that contributed to the movement of Spanish settlements in Corpus Christi de la Ysleta and El Paso del Norte (H, G/Civ, Geo/C);
- (L) create a map to demonstrate and explain the movement of goods, diseases, technology, and ideas between Europe, Africa, and the Americas during the Columbian Exchange (H, Geo/C, E, S);
- (M) explain that the practice of slavery occurred in the British, Spanish, Portuguese, and French empires (H, G/Civ, Geo/C, E);
- (N) locate on a map the transatlantic slave trade route and explain the roles of European traders and African tribal leaders in the capture and sale of Africans into slavery contributing to the origins transatlantic slave trade, including the Middle Passage (H, G/Civ, Geo/C, E, S);
- (O) describe the inhumane treatment endured by enslaved Africans during transport and enslavement (H, Geo/C);
- (P) explain that most enslaved Africans were taken to South America and the Caribbean to support the production of cash crops (H, Geo/C, E);
- (Q) explain that the American colonies were the smallest participants in the system of slavery compared to other regions in the Americas (H, Geo/C, E);
- (R) identify the routes explored and areas claimed by France in the early exploration of the Americas (H, G/Civ, Geo/C);
- (S) identify René-Robert Cavelier, Sieur de La Salle, and explain his role in French exploration of North America (H, Geo/C, E); and
- (T) explain the economic importance of fur trading to French exploration and settlement in North America (H, Geo/C, E).
- (3) Exploration and Settlements in Texas. The student understands important historical events and developments in the Spanish settlement of Texas. The student is expected to:
 - (A) locate on a map and describe major geographic features found in locations in Texas, including the Gulf Coastal Plains, Gulf of America, Great Plains, Guadalupe Mountains, Rio Grande River, Piney Woods, Hill Country, and Big Bend National Park (Geo/C, S);
 - (B) identify that Alonso Alvarez de Pineda as the first European to map the Texas Gulf Coast (H, G/Civ, Geo/C, E);
 - (C) identify that Cabeza de Vaca was one of the first Europeans to explore modern day Texas and the Southwest (H, G/Civ, Geo/C, E);
 - (D) identify that Francisco Coronado traveled through Texas and the Southwest (H, G/Civ, Geo/C, E);
 - (E) identify the effects of Spanish rule, including the establishment of Spanish Catholic missions and presidios to spread Christianity (H, G/Civ, Geo/C);
 - (F) explain the effects of Spanish Catholic missions and presidios on Texas settlement and trade in San Antonio de Bexar (H, G/Civ, Geo/C, E);
 - (G) identify the role of Antonio Margil de Jesus and Friar Francisco Hidalgo in laying the foundations of Texas communities by establishing missions (H, G/Civ, Geo/C, E);

- (H) explain the Spanish contributions to the Americas, including vaquero culture and the religious tradition of Las Posadas (H, G/Civ, Geo/C, E);
 - (I) identify that the Comanches (Numunuu) became expert horseman resulting in an expansion in buffalo hunting, raiding, and travel (H, Geo/C); and
 - (J) explain how Spain influenced Texas legal traditions, including the right of women to own property and the concept of community property (H, G/Civ, Geo/C, E).
- (4) Trade and the Spread of Ideas. The student understands important world exchanges between European powers and world civilizations during and after the Age of Exploration. The student is expected to:
- (A) describe the role world trade played in the growth of the Ottoman Empire during and after the Age of Exploration, including the conquest of Constantinople (H, G/Civ, Geo/C, E);
 - (B) explain how exploration of the New World and mercantilism led to the rise of smugglers, pirates, and privateers (H, G/Civ, Geo/C, E);
 - (C) explain how changes among Christians following the Protestant Reformation influenced events in England, including the defeat of the Spanish Armada and the Glorious Revolution, and how these events inspired the American colonies to seek religious and political freedom (H, G/Civ, Geo/C); and
 - (D) compare absolute monarchy based on divine right and unlimited government demonstrated by James I with self-government and personal liberty sought in the American colonies (H, G/Civ, Geo/C).
- (5) The British Colonies in America. The student understands the founding of American colonies. The student is expected to:
- (A) locate on a map Boston, the City of New York, and Philadelphia (H, Geo/C, S);
 - (B) identify on a map the thirteen colonies (H, Geo/C, S);
 - (C) describe the three regions of the thirteen colonies, including New England with rocky soil and good harbors, the Middle Colonies with broad rivers for trade, and the Southern colonies with fertile soil and long growing crop seasons (H, Geo/C, E, S);
 - (D) explain the founding of Jamestown, including interactions between the Powhatan people and the English, the cooperation between Pocahontas and John Smith, and the challenges faced by colonists during the Starving Time (H, Geo/C);
 - (E) explain that the Pilgrims founded Plymouth Colony in 1620 and the Puritans founded Massachusetts Bay in 1630 to gain religious freedom (H, G/Civ, Geo/C);
 - (F) explain how the Wampanoag people, including Squanto, helped the colonists survive the first winter by sharing agricultural knowledge and resources (H, G/Civ, Geo/C, E);
 - (G) describe the first Thanksgiving as a time when colonists and American Indians came together to give thanks after surviving the first year (H, Geo/C);
 - (H) explain ideas developed at Jamestown and Plymouth, including economic free enterprise and social ideas of private property that contrast with a communist society (H, G/Civ, Geo/C, E);
 - (I) compare the self-government modeled in Jamestown and Plymouth through decision making processes in the Virginia House of Burgesses and the Mayflower Compact reflecting consent of the people (H, G/Civ, Geo/C);
 - (J) explain how religious freedom and John Winthrop's image of a "City Upon a Hill" inspired colonial America's beliefs about community, purpose, and American exceptionalism (H, G/Civ, Geo/C);

- (K) describe religious diversity in the American colonies and locate on a map settlements founded by various religious groups, including Anglicans, Catholics, and Quakers (H, G/Civ, Geo/C, S);
- (L) compare periods of cooperation and conflict between colonists and American Indian groups, including Powhatan Confederacy and the Powhatan Anglo Wars (H, G/Civ, Geo/C, E);
- (M) compare the use of indentured servitude and slavery as labor systems in the American colonies (H, G/Civ, Geo/C, E); and
- (N) describe early reform movements in the American colonies, including the beginnings of the anti-slavery movement by the Quakers (H, G/Civ, Geo/C).
- (6) The British Colonies in America. The student understands important ideas and events that influenced self-government in colonial America. The student is expected to:
 - (A) define salutary neglect as a British policy of loosely enforcing laws and trade regulations in the American colonies, which allowed colonists greater self-government (H, G/Civ, Geo/C, E);
 - (B) explain the impact of the Great Awakening as a recognition that ordinary people could challenge religious authority that influenced colonists to challenge political authority (H, G/Civ, Geo/C);
 - (C) explain the impact of the Enlightenment, including John Locke's belief in reason, limited government, and consent of the governed, and how these ideals helped shape American and Texan beliefs about fair government (H, G/Civ, Geo/C);
 - (D) identify examples of the growth of local self-government, including holding town meetings, electing neighbors to colonial assemblies to make laws for the community, and providing for self-defense through militias (H, G/Civ, Geo/C); and
 - (E) describe examples of English ideas of rights, including the Magna Carta and the English Bill of Rights (H, G/Civ, Geo/C).
- (7) The American Revolution and the Pursuit of Freedom. The student understands important causes, events, and effects of the American Revolution. The student is expected to:
 - (A) explain mercantilism as a British economic system that limited colonial trade and production to benefit Great Britain increasing discontent among colonists (H, G/Civ, Geo/C, E);
 - (B) explain that the French and Indian War increased British debt, leading Britain to seek greater control and revenue from the colonies increasing discontent among colonists (H, G/Civ, Geo/C, E);
 - (C) explain the Proclamation of 1763 as a British law that limited colonial expansion west of the Appalachian Mountains increasing discontent among colonists (H, G/Civ, Geo/C, E);
 - (D) explain that the Stamp Act was one of several acts that required colonists to pay taxes on printed materials and led to protests over taxation without representation (H, G/Civ, Geo/C, E);
 - (E) explain the Boston Massacre as political propaganda in opposition to British laws and enforcement during which British soldiers killed colonists, including Crispus Attucks (H, G/Civ, Geo/C);
 - (F) explain that the Tea Act allowed Britain to tax tea and control its sale in the colonies, which angered colonists and led to protests such as the Boston Tea Party (H, G/Civ, Geo/C, E);
 - (G) describe the Boston Tea Party as a colonial protest the Tea Act under British laws and enforcement (H, G/Civ, Geo/C, E);

- (H) identify colonial resistance leader Samuel Adams and the Sons of Liberty (H, G/Civ, Geo/C);
 - (I) identify how the British responded to the resistance with the Intolerable Acts resulting in further uniting colonists against British rule (H, G/Civ, Geo/C, E); and
 - (J) create a timeline of and explain relationships between key events leading to the American Revolution (H, G/Civ, Geo/C, E, S).
- (8) The American Revolution and the Pursuit of Freedom. The student understands events and people of the American Revolution. The student is expected to:
- (A) describe the organization of colonial resistance through writing about ideas and tactics in the Committees of Correspondence and the Continental Congresses (H, G/Civ, Geo/C);
 - (B) explain that Patriots supported independence from Great Britain and Loyalists remained loyal to the British Crown, causing divisions within the colonies (H, G/Civ, Geo/C);
 - (C) explain the importance of the Minutemen at the Battle of Lexington and the colonial militia at the Battle of Concord, including how these Patriots responded quickly to warnings, confronted British troops, and helped begin the American Revolutionary War (H, G/Civ, Geo/C);
 - (D) explain how Thomas Paine's writing "Common Sense" encouraged the colonists to declare independence (H, G/Civ, Geo/C);
 - (E) identify Thomas Jefferson as the primary writer of the Declaration of Independence (H, G/Civ, Geo/C);
 - (F) explain why the Declaration of Independence, signed on July 4, 1776, was significant by identifying the ideas that "all men are created equal" and that people have inalienable rights, including life, liberty, and the pursuit of happiness (H, G/Civ, Geo/C);
 - (G) explain the significance of Abigail Adams by describing how she urged leaders to "remember the ladies" and consider women's rights when forming the new American government (H, G/Civ, Geo/C);
 - (H) explain that fighting at Lexington and Concord marked the first battles between colonial forces and British troops leading the colonies to form the Continental Army under the leadership of George Washington (H, G/Civ, Geo/C);
 - (I) explain how Washington's decision to cross the Delaware River and defeat British forces at Trenton boosted American morale and kept the Continental Army together (H, G/Civ, Geo/C);
 - (J) explain that the American victory at Saratoga showed the colonies could defeat the British and helped gain foreign support from France (H, G/Civ, Geo/C, E);
 - (K) describe how John Paul Jones is considered the founder of the United States Navy because of his leadership in the American Revolution and victories against the British Royal Navy (H, G/Civ, Geo/C);
 - (L) explain how Washington led the Continental Army through a difficult winter at Valley Forge, where the army gained training and discipline despite hardship (H, G/Civ, Geo/C);
 - (M) explain how Prussian General Baron von Steuben trained the Continental Army and improved discipline and effectiveness (H, G/Civ, Geo/C);
 - (N) explain how American and allied forces defeated the British at Yorktown under Washington's command (H, G/Civ, Geo/C);
 - (O) describe how the Marquis de Lafayette supported the Continental Army and helped achieve victory at Yorktown (H, G/Civ, Geo/C);

- (P) describe how James Armistead Lafayette gathered intelligence that helped lead to victory at Yorktown (H, G/Civ, Geo/C);
 - (Q) describe how Bernardo de Galvez's supported the American Revolution through Donativos, including cattle from Spanish Texas (H, G/Civ, Geo/C, E); and
 - (R) identify the Treaty of Paris of 1783 as the agreement that officially ended the war and recognized American independence (H, G/Civ, Geo/C).
- (9) The United States Constitution and the Age of Washington. The student understands the American founders' efforts at self-governance as an independent country. The student is expected to:
- (A) analyze the weaknesses of the Articles of Confederation by explaining that the national government was too weak to protect frontier lands, control trade between states, and manage economic problems (H, G/Civ, Geo/C, E);
 - (B) explain the significance of the Northwest Ordinance by describing how it established a process for creating new states and prohibited slavery in the Northwest Territory (H, G/Civ, Geo/C);
 - (C) explain how delegates at the Constitutional Convention made decisions and resolved disagreements (H, G/Civ, Geo/C);
 - (D) explain that the Connecticut Compromise created a bi-cameral legislature, a two-house Congress with equal representation in the Senate and representation based on population in the House of Representatives (H, G/Civ, Geo/C);
 - (E) explain that the Three-Fifths Compromise and the Slave Trade Compromise helped the states agree on the Constitution by settling arguments about slavery, taxes, and trade, even though they delayed solving the larger problem of slavery (H, G/Civ, Geo/C, E);
 - (F) explain the basic principles of American government found in the U.S. Constitution by defining "popular sovereignty" as power derived from the people, "republicanism" as elected representatives, and "limited government" as the people protected from unfair use of governmental power (H, G/Civ, Geo/C);
 - (G) describe how the Constitution creates separation of power to prevent tyranny (G/Civ);
 - (H) describe the three branches of government, including the executive, judicial, and legislative branches (G/Civ);
 - (I) explain checks and balances among the three branches of government (G/Civ);
 - (J) explain federalism as the sharing of power between national and state governments (G/Civ);
 - (K) compare Federalists and Anti-Federalists perspectives during the ratification debate and explain how their debate was resolved by the addition of the Bill of Rights (H, G/Civ, Geo/C);
 - (L) list the Bill of Rights (G/Civ);
 - (M) explain how the Constitution protects individual rights and freedoms through the Bill of Rights (G/Civ);
 - (N) explain examples of civic responsibilities, including obeying the law, voting, showing patriotism, and serving the country (G/Civ);
 - (O) use voting as a method of decision making (G/Civ);
 - (P) explain that the Constitution is the supreme law of the land (G/Civ); and
 - (Q) explain how George Washington's Farewell Address encouraged national unity, warned against political divisions, and advised the nation to avoid permanent alliances with other countries (H, G/Civ, Geo/C).

ATTACHMENT II
Text of Proposed New 19 TAC

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Subchapter B. Middle School

§113.21. Social Studies, Grade 6, Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) Introduction.
 - (1) In Grade 6, students study political, economic, and social change in the world, United States, and Texas during the 19th and early 20th centuries. Students examine how ideas about liberty, opportunity, equality, and government power shaped historical events and continue to influence civic life.
 - (A) Students explore how revolutionary ideas spread across Europe and the Americas, including the influence of the American Revolution on independence movements such as the Mexican War for Independence. They examine how the Early Republic expanded, built national identity, and addressed political and economic challenges.
 - (B) Students investigate westward expansion and its impact on Texas and the nation. They analyze how migration, technology, economic opportunity, and beliefs such as Manifest Destiny shaped settlement and affected American Indian communities. Students study the settlement of Texas, the Texas Revolution, statehood, and the Mexican-American War to understand how conflict and political decisions shaped Texas's development.
 - (C) Students examine the Civil War and Reconstruction to understand how sectional conflict and slavery led to war and how Reconstruction sought to redefine citizenship, rights, and responsibilities, while also considering the long-term effects of its conclusion.
 - (D) Students conclude the course by studying the Gilded Age and the closing of the frontier. They examine how industrialization, immigration, urban growth, and technological change transformed Texas and American societies.
 - (E) Throughout Grade 6, students use maps, timelines, and primary and secondary sources to analyze cause and effect, compare perspectives, and identify continuity and change.
 - (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution; and
 - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
 - (3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.

- (4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:
- (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (7) Student expectations embed relevant statutory requirements, including:
- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-2)(1)-(3) and (h-3)--Knowledge of Civics;
 - (G) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (H) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (I) TEC, §29.907--Celebrate Freedom Week;
 - (J) TEC, §29.9071--Texas Military Heroes Day; and
 - (K) TEC, §29.9072--Holocaust Remembrance Week.
- (8) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (9) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating

resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.

- (10) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (7) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(c) Knowledge and skills.

- (1) Revolutions in Europe and the Americas during the 1800s. The student understands revolutions around the world and connections to America and Texas. The student is expected to:

- (A) explain that the Enlightenment Ideals of the American Revolution inspired the Mexican War of Independence (H, G/Civ);
- (B) explain the social hierarchy caste system in Mexico, including peninsulares, criollos, mestizos, American Indians, and enslaved Africans (H, Geo/C);
- (C) describe the causes of the Mexican War of Independence from Spain that led to an independent Mexico, including social inequality and economic crisis (H); and
- (D) explain that Miguel Hidalgo's call for independence (Grito de Dolores) from Spain, known as Mexican Independence Day, inspired revolutionary efforts in Texas, including the Battle of Medina in 1813 (H).

- (2) The Early Republic and Emergence of an American Culture. The student understands the history of America during the Early Republic from 1800 to 1825. The student is expected to:

- (A) explain how Thomas Jefferson's victory led to the first peaceful transfer of power between political parties in the United States (H, G/Civ);
- (B) explain how the Louisiana Purchase in 1803 expanded the size of the United States and affected national security and future economic growth during Thomas Jefferson's presidency (H, G/Civ, E);
- (C) explain the significance of Congress's prohibition of the importation of enslaved people in 1808 by explaining how the law reflected ongoing national debates over slavery while allowing the institution to continue domestically (H, Geo/C);
- (D) identify the Barbary War, including the Battle of Tripoli, as a key event that influenced Thomas Jefferson's decision to use military force overseas and contributed to the development of the United States Navy (H, G/Civ);
- (E) explain how causes of the War of 1812, including British impressment of American sailors, restrictions on free trade, and the arming of American Indian groups, contributed to growing conflict between the United States and Great Britain (H, G/Civ);
- (F) describe key events of the War of 1812, including Andrew Jackson's leadership at the Battle of New Orleans, and how these events strengthened national pride and contributed to the emergence of an American national culture, including the Star-Spangled Banner (H, Geo/C);
- (G) explain how limits on free trade during the War of 1812 affected the United States economy, including encouraging Americans to make more goods at home (E, S); and
- (H) analyze the importance of the Monroe Doctrine in shaping United States foreign policy in the Western Hemisphere (H, G/Civ).

- (3) Texas Settlement. The student understands the geography of settling Texas. The student is expected to:

- (A) locate Texas landforms on a map, including Galveston Bay, Matagorda Bay, Padre Island, the Big Bend, the Panhandle, the Gulf Coast, the Sabine River, and the Red River (Geo/C);
- (B) locate major Texas cities on a map, including Houston, San Antonio, Dallas, Fort Worth, Austin, Lubbock, El Paso, and Waco (Geo/C); and
- (C) interpret maps to identify how natural resources in Texas such as timber, farmland, and fossil fuels influence where people settled and explain how physical and human factors shaped these settlement patterns (Geo/C).
- (4) Texas Settlement. The student understands the motivations of early American settlers in Texas. The student is expected to:
 - (A) describe how the Mexican government offered land grants to American settlers to increase population in Texas and helped defend the region from raids and conflicts with American Indian tribes (H, Geo/C);
 - (B) summarize how the Panic of 1819, including bank failures, job losses, and falling farm prices, contributed to migration to Texas (E);
 - (C) describe how similarities, including federalism and popular sovereignty, between the Constitution of 1824 and the United States Constitution served as motivation for settlers to come to Texas (G/Civ);
 - (D) explain how Stephen F. Austin and the Old Three Hundred led to the establishment of American communities in Mexican Texas (H);
 - (E) identify how the empresario system supported settlement in Texas (H); and
 - (F) identify that interactions between American Indians and settlers were, at times, peaceful and violent (H).
- (5) Westward Expansion and Texas Statehood. The student understands how westward expansion shaped Texas, including early settlement from 1825 to 1835. The student is expected to:
 - (A) identify how innovations, including steamboats which improved transportation and the cotton gin which increased production, influenced westward expansion (H, Geo/C, E);
 - (B) explain how Manifest Destiny encouraged Americans to seek new land and independence, and how different points of view shaped perspectives on westward expansion (H, Geo/C); and
 - (C) explain how the Trail of Tears impacted tribal relations along the Northern border of Texas (H, G/Civ, Geo/C).
- (6) Westward Expansion and Texas Statehood. The student understands how westward expansion shaped Texas, including the Texas Revolution. The student is expected to:
 - (A) explain how the suspension of the Mexican Constitution of 1824 and early conflicts such as the Battle of Gonzales ("Come and Take It") and the Siege of Béxar increased tensions between Texian settlers and the Mexican government (H, G/Civ);
 - (B) explain the contribution of William B. Travis by describing his command at the Alamo and analyze how his leadership became a symbol of resistance (H);
 - (C) explain why Texans declared independence from Mexico through the Texas Declaration of Independence and identify the significance of March 2, 1836, as Texas Independence Day (H);
 - (D) describe key events of the Texas Revolution, including the Battle of the Alamo ("Remember the Alamo"), the Battle of Goliad ("Remember Goliad"), and the Battle of San Jacinto, and explain how these events influenced the outcome of the revolution (H); and

- (E) explain the contribution of Sam Houston's leadership of the Texian army and his role in securing independence at the Battle of San Jacinto (H).
- (7) Westward Expansion and Texas Statehood. The student understands how westward expansion shaped Texas, including the changes in Texas from independence through 1848. The student is expected to:
- (A) explain how the annexation of Texas in 1845 and U.S. President James K. Polk's actions contributed to the outbreak of the Mexican-American War (H, G/Civ);
 - (B) describe important events of the Mexican-American War and the role of Texans, including military service and support for U.S. forces along the Texas-Mexico border, during the war (H);
 - (C) explain how the Treaty of Guadalupe Hidalgo ended the war in 1848 and transferred territory to the United States through the Mexican Cession (H, Geo/C);
 - (D) explain how the outcomes of the Mexican-American War, including increased settlement and pressure on tribal lands, affected relations between the United States and American Indian groups (H, Geo/C); and
 - (E) compare major population movements in Antebellum America, including people who traveled the Mormon Trail and Oregon Trail migrating to Texas from Europe, and west during the California Gold Rush (H, Geo/C).
- (8) Texas, The Civil War, and Reconstruction. The student understands the causes, effects, events, and people of the Civil War and Reconstruction in Antebellum Texas and America. The student is expected to:
- (A) explain how slave labor and the invention of the cotton gin contributed to sectionalism by shaping the Southern economy and increasing economic differences between the Northern and Southern states (H, E);
 - (B) explain how the Missouri Compromise and Nat Turner's Rebellion heightened sectional tensions and deepened disagreements over slavery in the United States (H, G/Civ);
 - (C) identify how religious roots of the Second Great Awakening influenced the abolition movement by encouraging moral opposition to slavery and inspiring individuals to work for social reform (H, Geo/C);
 - (D) identify the roles of Frederick Douglass and Sojourner Truth and how they used speeches and personal experiences to argue against slavery and promote equal rights (H);
 - (E) identify the contributions of Harriet Beecher Stowe and William Lloyd Garrison and how their writings influenced public opinion against slavery (H);
 - (F) describe the relationship between Harriet Tubman's role in the Underground Railroad to help enslaved people escape to freedom and the role of Moses who led the Israelites in the biblical story of the Exodus that inspired Tubman's nickname (H, Geo/C);
 - (G) analyze major events that increased sectional tensions and led to the Civil War, including the impact on Texas of the Compromise of 1850 with the Fugitive Slave Act, popular sovereignty, the Kansas--Nebraska Act, the Dred Scott decision, and Bleeding Kansas (H, G/Civ, E);
 - (H) explain how political events, including the founding of the Republican Party, John Brown's raid on Harpers Ferry, the election of Abraham Lincoln, the secession of South Carolina, and the attack on Fort Sumter, led to the outbreak of the Civil War (H, G/Civ);
 - (I) describe Texas Governor Sam Houston's refusal to swear loyalty to the Confederacy and the actions of Unionist leaders, including A. J. Hamilton and E. J. Davis, as contributing to the role of Texas in the secession (H, G/Civ);

- (J) describe the significance of major Civil War battles, including Antietam, Gettysburg, Vicksburg, and Appomattox Court House (H, Geo/C);
- (K) describe the significance of Civil War battles fought in Texas such as Galveston, Sabine Pass, and Palmito Ranch (H, Geo/C);
- (L) describe the role of Texas in the Civil War, including the importance of the "cotton road" to avoid Union blockades, and Texas's supply of cattle and other resources to the Confederacy (H, E);
- (M) identify the main ideas expressed in Lincoln's Emancipation Proclamation, the Gettysburg Address, and the Second Inaugural Address (H, S);
- (N) describe the significance of Abraham Lincoln's assassination and how it affected the nation at the end of the Civil War (H);
- (O) define Reconstruction as the period after the Civil War when the United States, including Texas, worked to rebuild the nation and address the rights of formerly enslaved people (H);
- (P) explain the purposes of the 13th, 14th and 15th Amendments (H, G/Civ);
- (Q) explain why Juneteenth is an important symbol of the end of slavery during Reconstruction (H);
- (R) describe the purpose of the Freedmen's Bureau and freedom colonies and how they helped formerly enslaved people in Texas and the South transition to freedom (H, G/Civ, Geo/C);
- (S) explain how Black Codes and share cropping limited economic opportunities or political participation of African Americans during Reconstruction (H, Geo/C, E);
- (T) explain how acts of violence, including lynchings and intimidation by groups like the Ku Klux Klan, were used to limit the rights of African Americans in Texas during Reconstruction (H, Geo/C, E); and
- (U) explain how the Compromise of 1877 led to the end of Reconstruction and the loss of African American political representation and rights (H, G/Civ).
- (9) The Gilded Age in America and Texas. The student understands interactions and influences between America and other regions of the world in the late 1800s and early 1900s. The student is expected to:
 - (A) describe how waves of immigration to the United States and Texas entered through Ellis Island, Galveston and El Paso and faced restrictions, including the Chinese Exclusion Act, to form communities in Texas (H, G/Civ, Geo/C);
 - (B) explain how the explosion of the USS Maine and the use of yellow journalism increased public support for American overseas expansion and contributed to the outbreak of the Spanish-American War (H, Geo/C);
 - (C) describe the Spanish-American War and the role of Theodore Roosevelt and the service of Texan soldiers in the Rough Riders, and how the war expanded U.S. influence beyond North America (H);
 - (D) describe Jim Crow laws as state and local laws that enforced racial segregation and how the Supreme Court case Plessy v. Ferguson supported segregation through the "separate but equal" doctrine (H, G/Civ);
 - (E) compare the ideas of W. E. B. Du Bois, Booker T. Washington, and Marcus Garvey and how each proposed different strategies for achieving equality and improving the lives of African Americans (H, Geo/C);

- (F) explain how new technologies, including electricity, steel, and improved transportation, changed manufacturing, communication, and daily life in the United States during the late 1800s (H, Geo/C, E);
- (G) identify the contributions of major business leaders, including Andrew Carnegie's role in the steel industry and philanthropy, J. P. Morgan's role in business finance, and John D. Rockefeller's work in the oil industry (H, E);
- (H) explain the growth of the Texas oil industry, including Spindletop in 1901 and how oil production contributed to economic development and industrial growth in Texas (H, E);
- (I) explain how industrialization caused many Americans to move from farms to cities in search of jobs, leading to the rapid growth of American cities in the late 1800s (H, E);
- (J) identify how urban growth in Texas was influenced by both internal migration and immigrant settlement in cities, including Galveston, Houston, and El Paso (H, Geo/C);
- (K) describe the creation of the Populist Party and why farmers in the United States and Texas organized to address economic challenges and demand political reforms (H, G/Civ, E);
- (L) describe how monopolies and labor unions shaped industrial life in the United States and Texas (H, E);
- (M) describe the impact of the Galveston Hurricane of 1900, including significant loss of life, the development of the Galveston Sea Wall, and the growth of the National Weather Service (H, Geo/C);
- (N) compare socialist ideas as found in The Communist Manifesto and the main claims about class struggle and abolishing private property with American constitutional principles of individual rights and limited government (H, G/Civ, E); and
- (O) explain how communist ideology promotes class conflict, violent revolution, and a dictatorship to enforce equality and why these methods conflict with democratic self-government, the rule of law, and protections for individual liberty (H, G/Civ, E).
- (10) The Texas Frontier. The student understands important changes in the Texas and American frontier. The student is expected to:
 - (A) identify important developments during westward expansion after the Civil War, including the American cowboy era, the Chisholm Trail the Goodnight-Loving Trail, and the growth of "cowtowns" that supported the cattle industry (H, Geo/C);
 - (B) describe how agricultural traditions, including vaquero practices in places like the King Ranch and irrigated farming in South Texas, helped shape Texas's economy (H, Geo/C, E);
 - (C) explain how railroad expansion supported westward settlement, including cattle ranching, and describe how the railroad contributed to the closing of the frontier by making long cattle drives less necessary (H, Geo/C, E);
 - (D) describe important events affecting American Indians in Texas and the United States after the Civil War, including conflicts with settlers, forced removal to reservations, and the status of American Indian tribes at the close of the frontier (H, G/Civ, Geo/C); and
 - (E) identify why cultural traditions are reflected in Mexican American communities in Texas, including Fiestas Patrias, Las Posadas, and Día de los Muertos (H, Geo/C).

§113.22. Social Studies, Grade 7, Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) Introduction.

- (1) In Grade 7, students study the world, United States, and Texas from the Progressive Era through the early 21st century to understand how reform, global conflict, political ideology, economic change, and innovation shaped modern American and Texas societies. Students examine how democratic ideas, freedom, equality, and government authority influenced historical events and continue to affect civic life.
 - (A) Students explore the Progressive Era to understand how Americans responded to industrialization and social inequality. They analyze how reform expanded the role of government, how technology transformed daily life, and how Texans contributed to political change and historical preservation.
 - (B) Students examine World War I and World War II to understand how global conflict reshaped the United States and Texas. They analyze how leadership, technology, and citizen participation affected the homefront, civil liberties, and America's role in world affairs. Emphasis is placed on Texas's contributions to war efforts.
 - (C) Students study the rise of communism, the Cold War, and the collapse of communist regimes to understand how ideological conflict shaped global politics after World War II. They analyze how the United States and its allies responded through diplomacy, economic policy, military strength, and international cooperation.
 - (D) Students investigate domestic and global change in the late 20th century, including the Civil Rights Movement, presidential leadership, including three presidents from Texas, and conflicts such as the Vietnam War and the Gulf War. They examine how political decisions, civic participation, and foreign policy shaped American society and Texas's role in national affairs.
 - (E) Students conclude the course by examining contemporary America and Texas. They analyze how technological innovation, including the internet and social media, transformed communication, the economy, and daily life.
 - (F) Throughout Grade 7, students use primary and secondary sources, maps, and data to analyze cause and effect, compare perspectives, and evaluate evidence.
- (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution; and
 - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.
- (4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

- (5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:
- (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (7) Student expectations embed relevant statutory requirements, including:
- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-2)(1)-(3) and (h-3)--Knowledge of Civics;
 - (G) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (H) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (I) TEC, §29.907--Celebrate Freedom Week;
 - (J) TEC, §29.9071--Texas Military Heroes Day; and
 - (K) TEC, §29.9072--Holocaust Remembrance Week.
- (8) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (9) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (10) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (7) of this subsection can be

incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(c) Knowledge and skills.

- (1) The Progressive Era. The student understands the important ideas and effects of the Progressive Era in America. The student is expected to:
 - (A) describe the influence of Susan B. Anthony, Elizabeth Cady Stanton, and Minnie Fisher Cunningham in the passage of the 19th Amendment (H, G/Civ);
 - (B) compare the Founders' belief in limited government and free enterprise with the Progressive belief that government should set rules to protect workers and consumers (H, G/Civ);
 - (C) analyze the immediate and long-term effects of Theodore Roosevelt's major domestic issues, including the National Park Service and Meat Packing Act policy actions (H, G/Civ, E);
 - (D) analyze the immediate and long-term effects of Theodore Roosevelt's major foreign policies, including the Monroe Doctrine and the Panama Canal (G/Civ, E);
 - (E) identify the roles of Adina de Zavala and Clara Driscoll in the preservation of the Alamo and Texas historical heritage (H, Geo/C);
 - (F) evaluate the impact of Spindletop on American and Texas society, including boomtowns and mobility (H, E); and
 - (G) explain how Henry Ford used the assembly line in the production of the Model T and how this concept impacted division of labor and economies of scale (H, E).
- (2) World War I: United States and Texas. The student understands the impact of World War I on America. The student is expected to:
 - (A) describe the Pershing Expedition, including U.S. military operations launched from Fort Bliss into Mexico (H, G/Civ);
 - (B) explain that unrestricted submarine warfare and the Zimmerman Telegram contributed to United States involvement in World War I (H);
 - (C) explain the impact of artillery, machine guns, barbed wire, poison gas, and trench warfare on the high death toll and widespread destruction of land in Europe during World War I (H);
 - (D) explain that Americans supported the war through citizenship actions, including purchasing Liberty Bonds, volunteerism, and conserving food and fuel (H, G/Civ);
 - (E) explain the Espionage and Sedition Acts and how these acts limited civil liberties, including speech, dissent, and daily life, on the World War I homefront (H, G/Civ);
 - (F) explain the Selective Service Act and its role in mobilizing soldiers and shaping the World War I homefront (H, G/Civ); and
 - (G) identify that American Doughboys, including Texans of the 90th Infantry, "Tough 'Ombres," and the 36th Division, fought in major World War I offensives (H).
- (3) 1920s and 1930s: United States and Texas. The student understands important events in America during the Roaring Twenties and the Great Depression. The student is expected to:
 - (A) identify domestic challenges for the United States following World War I, including renewed labor unrest and fears of communism after the Russian Bolshevik Revolution and the Palmer Raids (H, E);

- (B) identify domestic challenges for the United States following World War I related to racial violence and intolerance, including the resurgence of the Ku Klux Klan and the Tulsa Race Massacre (H);
 - (C) identify domestic challenges for the United States following World War I related to Prohibition, including the rise of organized crime (H, G/Civ);
 - (D) describe American economic developments during the 1920s, including the Great Migration, increased consumer spending, growing prosperity, and the expansion of the stock market (H, E);
 - (E) describe cultural developments of the 1920s, including the rise of radio, Hollywood films, flapper culture, Art Deco architecture, and professional sports (H, Geo/C);
 - (F) describe African American cultural developments during the 1920s, including the Harlem Renaissance, jazz and blues music, and the contributions of Texas blues musician Blind Lemon Jefferson (H, Geo/C);
 - (G) describe life during the Great Depression, including bank runs, widespread unemployment, mass deportations, and the growth of Hoovervilles (H, E);
 - (H) explain how the Great Depression contributed to fears of political extremism in the United States, including concerns about communism and fascism (H, G/Civ, E);
 - (I) describe the role of President Franklin D. Roosevelt during the Great Depression, including fireside chats and radio to communicate with the public (H, G/Civ);
 - (J) explain the geographic patterns and processes that caused the Dust Bowl, including drought, high winds, and over-farming (H, Geo/C);
 - (K) explain the social or economic effects of the Dust Bowl, including crop failure, loss of farms, unemployment, and migration in search of work (H, E); and
 - (L) describe how Texans relied on churches, charities, and community support during the Dust Bowl and rebuilt their lives with a shared sense of endurance and hope (H, Geo/C, E).
- (4) 1920s and 1930s: United States and Texas. The student understands the key efforts of the New Deal and their connection to Progressive Ideas. The student is expected to:
- (A) explain how Texans participated in New Deal programs, including the Soil Conservation Service (SCS) and the Civilian Conservation Corps (CCC), and how these programs reflected Progressive ideas about government responsibility, conservation, and reform (H, G/Civ, E);
 - (B) interpret economic data and models to describe the effects of the Hoover Dam and other New Deal public works programs (E, S);
 - (C) describe the Social Security Act and direct welfare payments and explain the effects of both programs, including short-term assistance as opposed to long term assistance, on Americans and Texans during the Great Depression (H, G/Civ); and
 - (D) identify workers' rights promoted during the New Deal and the role of Frances Perkins as the first female Secretary of Labor, including how these efforts reflected Progressive ideas about protecting workers through government action (H, G/Civ, E).
- (5) Communism and Other Totalitarian Regimes. The student understands the causes, effects and impacts of communism and other totalitarian regimes post-World War I. The student is expected to:
- (A) explain the Communist (Bolshevik) Revolution of 1917, including how the Bolsheviks overthrew the Russian government, ended Russia's involvement in World War I, and established the world's first communist government (H, G/Civ, E);

- (B) identify differences between the Reds, who supported the Bolshevik government, and the Whites, who opposed the Bolshevik government, during the Russian Civil War, and how the victory of the Reds led to the creation of a communist government (H, G/Civ);
 - (C) explain characteristics that defined the Bolshevik government in Russia, including a one-party dictatorship with concentrated political power, the elimination of opposition, and the mass violence used to control society (H, G/Civ);
 - (D) describe Joseph Stalin's rise to power, including the use of political repression, the Great Terror, show trials, forced labor camps, and mass arrests (H, G/Civ, E);
 - (E) describe the effects of Joseph Stalin's economic policies, including forced land seizures, widespread poverty, and mass suffering in the Holodomor famine in Ukraine (H, G/Civ, E);
 - (F) evaluate methods used by communist regimes to spread and maintain their ideology, including propaganda, public shaming tactics, censorship, and forced conformity (H, G/Civ);
 - (G) explain communist attempts to seize power and the effects of these efforts in China during the 1920s and in Spain during the 1930s (H, G/Civ);
 - (H) explain the conditions that led to the rise of Adolf Hitler and the Nazi Party in Germany, including applying fascist ideas to appeal to anger over the Treaty of Versailles, unemployment, lost savings, and hyperinflation (H, G/Civ);
 - (I) explain how the Reichstag Fire was used by Adolf Hitler and the Nazi Party to limit civil rights and gain greater control of the German government (H, G/Civ); and
 - (J) describe how fears of communist revolution and antisemitism in Germany contributed to Nazi policies, including the Nuremberg Laws, and actions, including Kristallnacht (H, G/Civ, E).
- (6) Communism and Other Totalitarian Regimes. The student understands the immediate events that led to World War II. The student is expected to:
- (A) identify how Germany violated the Treaty of Versailles by rebuilding its military (H, G/Civ);
 - (B) explain how Germany's remilitarization of the Rhineland challenged European peace (H);
 - (C) describe how Germany expanded its territory by taking control of Austria and parts of Czechoslovakia (H);
 - (D) define the importance of Molotov-Ribbentrop Pact as the non-aggression pact that delayed combat between Germany and Russia (H); and
 - (E) explain how British and French guarantees to protect Poland led to war after Germany invaded Poland (H).
- (7) World War II: United States and Texas. The student understands causes, effects, and impacts of World War II on America and Texas. The student is expected to:
- (A) describe the early Axis invasions, including Japan's invasion of China and Europe, and the German and Soviet invasions of Poland and France (H);
 - (B) explain how Britain responded under Winston Churchill's leadership to German attacks, including the evacuation at Dunkirk and the Battle of Britain (H);
 - (C) describe the attack on Pearl Harbor and the significance of Franklin D. Roosevelt's "Day of Infamy" speech (H);
 - (D) identify how World War II led to the Bracero Program and the growth of military facilities and defense industries in the South and West (H);

- (E) analyze the causes and effects of the internment of Japanese Americans during World War II (H, S);
- (F) identify major World War II innovations, including code-breaking technology, tanks, aircraft, radar, and the atomic bomb (H);
- (G) explain how the Navajo and Comanche code talkers used their spoken-language codes to function as a secure military communication innovation during World War II (H);
- (H) describe American volunteerism and sacrifice during World War II, including victory gardens and savings bonds (H, G/Civ);
- (I) identify Hitler's invasion of the Soviet Union and the Battle of Stalingrad as major turning points on the Eastern Front during World War II (H);
- (J) identify D-Day and the Battle of the Bulge as key battles in the Allied campaign to defeat Germany in Western Europe (H);
- (K) identify the Battle of Midway as a major naval battle that shifted the balance of power in the Pacific during World War II (H);
- (L) identify the strategy of island-hopping and the battles of Iwo Jima and Okinawa as part of the Allied campaign against Japan (H);
- (M) explain the outcomes of the Conferences at Yalta and Potsdam (H);
- (N) analyze President Harry S. Truman's decision to use the atomic bombs, created by the Manhattan Project, on Hiroshima and Nagasaki (H, G/Civ, S);
- (O) explain the Holocaust, including how the Nazi regime attempted to exterminate the Jewish people and other targeted groups using systematic mass murder through executions and concentration camps (H); and
- (P) describe how the war crime trials established accountability for crimes against humanity in both theaters of World War II, including the Nuremberg and Tokyo Trials (H, G/Civ).
- (8) World War II: United States and Texas. The student understands Texas's contributions in World War II. The student is expected to:
 - (A) identify the contributions of Texans Audie Murphy and Chester Nimitz during World War II (H);
 - (B) identify shipbuilding in Houston and aircraft manufacturing in Fort Worth during World War II as examples of the American Arsenal of Democracy (H, E);
 - (C) identify the role of oil production and transportation during World War II, including oil production in the Permian Basin, refining in Port Arthur and Corpus Christi, the petrochemical industry along the Houston Ship Channel, and the Big Inch and Little Big Inch pipelines, as examples of the American Arsenal of Democracy (H, E);
 - (D) identify the role of United States military bases, including Fort Hood in Killeen and Kelly Field in San Antonio, in supporting World War II operations (H, G/Civ); and
 - (E) explain the detention of German prisoners of war, including civilian-administered camps in Hearne and Mexia (H, G/Civ).
- (9) Post War America and Early Cold War: Western Liberty and Communist Tyranny. The student understands the social, economic, and political impact of events related to the spread of freedom and stopping communism in the late 1900s. The student is expected to:
 - (A) describe the Cold War as a period of tension between the United States and the Soviet Union that shaped global politics after World War II (H, G/Civ);
 - (B) describe the development of nuclear weapons as a deterrent during the Cold War (H);

- (C) describe how the Iron Curtain divided Europe between communist and western regimes represented by the Berlin Wall (H, G/Civ, E);
 - (D) explain how the United States' economic aid to Europe was intended to rebuild war-torn nations and limit the spread of communism through the Marshall Plan after World War II (H, G/Civ, E);
 - (E) explain how the Truman Doctrine committed the United States to supporting countries resisting communism during the early Cold War (H, G/Civ, E);
 - (F) explain how modern Israel, with increased international support following the Holocaust, was established in 1948 and how later conflicts in 1967 and 1973 contributed over time to peace treaties with Egypt and Jordan (H, G/Civ);
 - (G) describe how President Dwight D. Eisenhower supported the creation of the interstate highway system, including I-10, impacting transportation, the economy, and national defense (H, G/Civ, E);
 - (H) describe President Dwight D. Eisenhower's warning about the power of the military-industrial complex and how this power was significant during the Cold War (H, G/Civ);
 - (I) describe how the Soviet launch of Sputnik influenced President Dwight D. Eisenhower's support for scientific advancement, including the creation of the National Aeronautics and Space Administration (NASA), during the Cold War (H, G/Civ, E);
 - (J) describe the Bay of Pigs invasion and how the failed attempt to overthrow Cuba's communist government affected United States--Cuba relations (H, G/Civ, E);
 - (K) analyze President John F. Kennedy's support for the space program and Houston's role in the United States' efforts to compete with the Soviet Union during the Space Race (H, G/Civ, E); and
 - (L) describe the assassination of President John F. Kennedy in Dallas, Texas, in 1963 and its impact on the nation (H, G/Civ).
- (10) Civil Rights Movement. The student understands the causes, effects and impact of the Civil Rights movement. The student is expected to:
- (A) describe key methods of nonviolent protest used during the Civil Rights Movement, including the bus boycott sparked by Rosa Parks, sit-ins, and freedom rides (H, G/Civ);
 - (B) describe the participation of Texas citizens in the Civil Rights Movement, including the efforts of Barbara Jordan, the first African American woman elected to Congress (H, G/Civ);
 - (C) analyze Dr. Martin Luther King Jr.'s "I Have a Dream" speech as an appeal to America's founding ideals of liberty and equality in the Declaration of Independence (H, G/Civ, S);
 - (D) explain the impact of Brown v. Board of Education and the Civil Rights Act of 1964 on desegregation and expansion of equal rights in the United States (H, G/Civ);
 - (E) describe how the assassination of Dr. Martin Luther King Jr. became a turning point in the Civil Rights Movement (H, G/Civ);
 - (F) explain how the use of marches, boycotts, and legal cases were used to raise awareness and secure civil rights for Mexican Americans (H, G/Civ);
 - (G) identify the roles of Dolores Huerta and Hector P. Garcia in advancing civil rights for Mexican Americans (H, G/Civ);
 - (H) describe the American G.I. Forum and the League of United Latin American Citizens (LULAC) and the efforts of these organizations to promote civil rights for Mexican Americans in Texas (H, G/Civ); and

- (I) describe the goals of the American Indian Movement and how the Wounded Knee Occupation drew national attention to Native American civil rights issues (H, G/Civ).
- (11) Civil Rights Movement. The student understands domestic and foreign developments during the presidency of Lyndon B. Johnson. The student is expected to:
 - (A) identify Lyndon B. Johnson as a former congressman and senator from Texas (H, G/Civ);
 - (B) identify the role of First Lady Bird Johnson in promoting environmental conservation, including her efforts to preserve wildflowers and Texas bluebonnets, and explain the influence of her work on public awareness of conservation (H, G/Civ);
 - (C) explain the impact of Great Society programs on American society, including efforts to reduce poverty, expand educational opportunities, and improve health care during the 1960s (H, G/Civ);
 - (D) explain the impact of mass media and television on American culture and politics during the 1960s and early 1970s, including shaping public opinion and shared national experiences (H, G/Civ);
 - (E) describe the cultural revolution of the 1960s and early 1970s, including changes in music, youth culture, social values, and attitudes toward authority (H, Geo/C);
 - (F) explain the impact of internal migration, including the growth of suburbs and changes in American cities, and demographic change, including the Baby Boom and urban race riots, in the United States after World War II (H, Geo/C);
 - (G) identify the Vietnam War as a conflict during the Cold War in which the United States became involved in Southeast Asia to prevent the spread of communism (H, G/Civ, E);
 - (H) explain how the Containment Policy and Domino Theory influenced United States involvement in the Vietnam War (H, G/Civ, E); and
 - (I) describe the effects of the military draft and the anti-war movement on American society during the Vietnam War, including changes in civic participation and public opinion resulting from the release of the Pentagon Papers (H, G/Civ, Geo/C).
- (12) Contemporary America and Texas. The student understands important events in Richard Nixon's presidency. The student is expected to:
 - (A) identify Richard Nixon's 1968 presidential election victory, the meaning of the term "silent majority," and the role of the "silent majority" in shaping political support during Nixon's presidency (H, G/Civ); and
 - (B) describe how the Watergate scandal led to a decrease in public trust in government and the presidency (H, G/Civ).
- (13) Contemporary America and Texas. The student understands important conflicts and resolutions in which America was involved. The student is expected to:
 - (A) explain the effects of the communist victory in Vietnam on United States foreign policy, including the War Powers Act (H, G/Civ); and
 - (B) describe the influence of United States diplomatic efforts in the Middle East, including the positive results of the Camp David Accords and negative results of the Iran Hostage Crisis (H, G/Civ).
- (14) Contemporary America and Texas. The student understands people associated with the end of the Cold War. The student is expected to:
 - (A) analyze Ronald Reagan presidential leadership, including economic recovery after the oil crisis and relations between the United States and the Soviet Union to bring down the Berlin Wall (H, G/Civ, E);

- (B) identify the role of Margaret Thatcher in supporting democratic ideals and strengthening Western opposition to communism during the Cold War (H, G/Civ, E);
 - (C) identify how Mikhail Gorbachev's reforms in the Soviet Union contributed to the easing of Cold War tensions and the collapse of communism (H, E); and
 - (D) identify the roles of Pope John Paul II and the Solidarity movement, led by Lech Wałęsa, in promoting resistance to communist rule in Eastern Europe (H, E).
- (15) Contemporary America and Texas. The student understands major events and their effects during the 1990s. The student is expected to:
- (A) describe the presidency of George H. W. Bush, including his leadership during the end of the Cold War and the Gulf War (H, G/Civ);
 - (B) identify post-Cold War efforts, including the dissolution of the Soviet Union and the creation of the North American Free Trade Agreement (NAFTA), and explain the effects of these efforts on United States foreign and economic policy (H, G/Civ, E); and
 - (C) explain the impact of the Gulf War, including the role of Saddam Hussein as the leader of Iraq, on the United States and the Middle East (H, G/Civ).
- (16) Contemporary America and Texas. The student understands the presidencies of George W. Bush and Barack Obama presidencies. The student is expected to:
- (A) explain the September 11, 2001, terrorist attacks and the immediate impact on the United States, including national security concerns and public response (H, G/Civ);
 - (B) describe the War on Terror and explain the role of al-Qaeda and Osama bin Laden in shaping United States foreign policy after September 11, 2001 (H, G/Civ);
 - (C) explain the impact of the Iraq War during the presidency of George W. Bush and the effects on United States involvement in the Middle East (H, G/Civ); and
 - (D) explain the causes and effects of the 2008 economic crisis and the significance of the election of Barack Obama as the first African American president in United States history (H, G/Civ).
- (17) Contemporary America and Texas. The student understands important innovations and their effects during the computer and technological revolution of the 2000s and 2010s. The student is expected to:
- (A) describe the impact of the internet and smartphones on communication and daily life (H, Geo/C); and
 - (B) describe the influence of social media platforms and big tech companies on how people interact, share information, and conduct business (H, Geo/C).

§113.23. Social Studies, Grade 8, Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) Introduction.
 - (1) Social studies instruction in Grade 8 is a Texas history capstone course emphasizing vertically aligned topics presented in Grades 3-7 in more complex and meaningful ways. In Grade 8, students study the history of Texas from the earliest human presence through the early 21st century to understand how geography, culture, conflict, and economic change shaped the state's identity. Students examine how Texas developed within regional, national, and global contexts and how American founding ideals and historical decisions continue to influence life in Texas today.

- (A) Students explore the geography and prehistoric past of Texas to understand how early peoples adapted to their environments and organized their societies. They examine European exploration, colonization, and the Mexican National Period to understand how imperial competition, political change, and settlement shaped early Texas.
 - (B) Students study the Texas Revolution, the Republic of Texas, and early statehood to understand how political conflict, military struggle, and nation-building influenced Texas's path. They examine annexation, slavery, sectional tension, and the Civil War, and analyze how Reconstruction reshaped Texas government, society, and the frontier.
 - (C) Students examine Texas's transformation during the late 19th and 20th centuries, including industrialization, ranching, immigration, oil development, and global conflict. They analyze how the Great Depression, World War II, civil rights efforts, modernization, and demographic change reshaped Texas communities and expanded the role of government.
 - (D) Students conclude the course by examining contemporary Texas. They analyze how energy markets, politics, migration, culture, and economic change shaped Texas from the 1970s to the present and how American founding principles continue to influence Texas government, law, and civic culture.
 - (E) Throughout Grade 8, students use maps, primary and secondary sources, and historical analysis to examine cause and effect, compare perspectives, and identify continuity and change.
- (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
- (A) students understand how to emulate the preservation of liberty as citizens who value the idea of virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution; and
 - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) In Grades 3-8, the adopted social studies framework provides a structural guide for how content is sequenced across grade levels. The framework also creates a distribution of content related to Texas, U.S., and world history at each grade level, using a chronological approach. In Kindergarten-Grade 2, the framework provides a focus on building a foundation of stories about people, places, events, ideas, and traditions of America and Texas.
- (4) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (5) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (7) of this subsection while also making continual connections across those key topics and grade levels. Student expectations contain strand codes at the end of each statement. Strands include:
- (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;

- (D) Economics, coded with E; and
- (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (7) Student expectations embed relevant statutory requirements, including:
 - (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-2)(1)-(3) and (h-3)--Knowledge of Civics;
 - (G) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (H) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (I) TEC, §29.907--Celebrate Freedom Week;
 - (J) TEC, §29.9071--Texas Military Heroes Day; and
 - (K) TEC, §29.9072--Holocaust Remembrance Week.
- (8) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (9) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (10) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (7) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (c) Knowledge and skills.
 - (1) The Days Before Contact. The student understands the geography of Texas. The student is expected to:
 - (A) identify regions on a map, including Coastal Plains, Great Plains, North Central Plains, and Mountains and Basins (Geo/C); and

- (B) identify on a map Texas rivers, including Brazos, Colorado, Rio Grande, Red, and Sabine (Geo/C).
- (2) The Days Before Contact. The student understands the prehistoric past of Texas and how the environment shaped early human cultures, how and where people lived. The student is expected to explain how geographic features and environmental conditions influenced the development of Gulf, Plains, Puebloan, and Southeastern cultures, including settlement patterns and resource use (H, Geo/C).
- (3) The Age of Contact. The student understands the Age of Contact. The student is expected to:
- (A) describe the experiences of Álvar Núñez Cabeza de Vaca, including how his relationship with American Indians changed his views and how his diaries led other explorers to the Americas (H, Geo/C, E); and
- (B) explain the effects of Spanish exploration in Texas, including territorial claims, interactions with American Indian groups, and increased competition among European powers (H, Geo/C, E).
- (4) Spanish Colonial Period. The student understands how European imperial competition, global trade, and colonization shaped early Texas. The student is expected to:
- (A) explain the significance of René-Robert Cavelier, Sieur de La Salle, and how French exploration intensified imperial rivalry between France and Spain in Texas (H, Geo/C, E); and
- (B) describe the role of the Spanish mission system in Texas, including settlement, conversion, and control of American Indian populations (H, Geo/C).
- (5) Mexican National Period. The student understands how Mexico's independence affected Mexican Texas. The student is expected to:
- (A) explain how Enlightenment ideas, including natural rights, popular sovereignty, and republicanism, influenced the American Revolution, the Mexican War for Independence, and later the Texas Revolution (H, G/Civ);
- (B) explain the significance of events during the Mexican War for Independence, including the call for people to rise up against the caste system in Mexico in the Grito de Dolores and the death toll at the Battle of Medina (H);
- (C) describe the economic effect of the Panic of 1819 on Americans moving to Texas for farming opportunities, including plentiful land (H, Geo/C, E);
- (D) explain how the Mexican Constitution of 1824 shaped governance and the State Colonization Law of 1825 shaped settlement in Texas (H, G/Civ); and
- (E) describe the role of empresarios settling in Texas, including Stephen F. Austin, who led Anglo-American colonization; Green DeWitt, who helped expand settlement near Gonzales; and Martín de León, who established a primarily Mexican colony (H, Geo/C, E).
- (6) Texas Revolution and the Republic. The student understands the political, economic, and military causes, course, and consequences of the Texas War for Independence. The student is expected to:
- (A) explain the differences between Federalist and Centralist political views in Mexico and how these disagreements increased tension in Mexican Texas (H, G/Civ);
- (B) explain the chain of events that contributed to escalating conflict leading to the Texas Revolution, including the Fredonian Rebellion, the Turtle Bayou Resolutions, the Conventions of 1832 and 1833, and Stephen F. Austin's expedition to Mexico City (H, Geo/C, Gov/C);
- (C) explain how the Mier y Terán Report led to the Law of April 6, 1830, limiting Texian rights (H, G/Civ);

- (D) describe the outbreak of the Texas Revolution and early military engagements, including the first battle at Gonzales and the Siege of Béxar (H);
- (E) compare the principles expressed in the Texas Declaration of Independence with the United States Declaration of Independence, including grievances, natural rights, and self-government (H, G/Civ, S);
- (F) explain how the siege of the Alamo became an inspiration for Texans and Americans, including William Travis, who commanded the Alamo; Juan Seguin, who regretted not being at the Alamo during the siege; David Crockett, who put America's attention on the Alamo; and James Bowie, who was an American folk hero (H, G/Civ);
- (G) identify that the Travis Letter exemplifies the importance of the idea of pride in Texas as a new nation with ideals that inspired many in the United States and Texas to support Texas independence (H, S);
- (H) identify Tejanos who signed the Texas Declaration of Independence, including Jose Antonio Navarro, Francisco Ruiz, and Lorenzo de Zavala (H, G/Civ, Geo/C);
- (I) compare the United States Constitution and the Texas Constitution written at the Convention of 1836, including separation of powers and branches of government (H, G/Civ);
- (J) explain how the Alamo and the Goliad Massacre increased fear resulting in the Runaway Scrape (H);
- (K) explain how the Battle of San Jacinto and the Treaties of Velasco ended the Texas Revolution (H); and
- (L) compare the structure of the Constitution of the Republic of Texas with the U.S. Constitution, including the Bill of Rights (H, G/Civ, S).
- (7) Texas Revolution and the Republic. The student understands the challenges of nation-building, security, diplomacy, and annexation faced by the Republic of Texas. The student is expected to:
 - (A) explain why the Republic of Texas sought diplomatic recognition and alliances after independence, including desiring protection from Mexico (H, G/Civ);
 - (B) explain the conflicts between the Republic of Texas and American Indian groups, including Fort Parker with Cynthia Ann Parker, the Council House Fight with Matilda Lockhart, the Battle of Neches with Chief Bowles, and Plum Creek with John "Jack" Hays (H);
 - (C) explain the significance of the Córdova Rebellion as an internal challenge to the authority of the Republic of Texas (H);
 - (D) describe Mexican military efforts to reclaim Texas and how these invasions threatened the security of the Republic (H);
 - (E) explain how the Santa Fe Expedition worsened relations between Texas and Mexico (H, Geo/C);
 - (F) compare the presidencies of Mirabeau B. Lamar and Sam Houston, including views on annexation, American Indians, and Mexico (H, G/Civ);
 - (G) explain the role of Texas Rangers in defending the Republic of Texas, including border and frontier patrol (H, G/Civ);
 - (H) explain arguments regarding the annexation of Texas, including economic concerns, security, and the expansion of slavery (H, G/Civ, Geo/C, E, S); and
 - (I) explain how the United States annexed Texas and identify Anson Jones as the architect of annexation in 1845 (H, G/Civ).
- (8) Texas Early Statehood. The student understands slavery and secession. The student is expected to:

- (A) describe the causes of the Mexican--American War, including Polk's desire for Manifest Destiny, annexation of Texas, and disputed territories, and explain how the war affected Texas (H, Geo/C);
 - (B) explain the terms of the Treaty of Guadalupe Hidalgo, including changes to borders, citizenship, and land ownership (H, G/Civ, Geo/C);
 - (C) explain the role of the United States Army in Texas during early statehood, including forts built for border defense (H, G/Civ, Geo/C);
 - (D) explain how United States policies toward American Indian groups changed during early statehood and how those policies affected Texas, including reservations (H, G/Civ, Geo/C);
 - (E) explain the purpose of the Compromise of 1850 in resolving sectional tensions, including establishing the present-day boundaries of Texas (H, Geo/C);
 - (F) describe the causes of conflict between Texans and the Comanche (Numunuu) and how warfare, disease, and displacement contributed to the Comanche decline (H, G/Civ, Geo/C);
 - (G) explain how debates and sectional tensions developed in Texas and the United States before the Civil War, including disagreements over the expansion of slavery into new territories, concerns about protecting the cotton-based economy, and arguments about whether the federal government or the states should decide laws regarding slavery (H, G/Civ, Geo/C, E);
 - (H) explain the Texas Ordinance of Secession in relation to larger sectional debates in the United States, including slavery, states' rights, and loyalty to the Union (H, G/Civ, S);
 - (I) explain Sam Houston's resistance to the Texas Ordinance of Secession because of his loyalty to the United States Constitution, which led to his removal as governor of Texas (H, G/Civ); and
 - (J) explain the surrender of the United States Army's Department of Texas and the results of the popular vote for secession (H, G/Civ).
- (9) Civil War and Reconstruction. The student understands how Civil War and Reconstruction reshaped Texas society and government. The student is expected to:
- (A) explain the strategic importance of Texas to the Confederate war effort, including supply routes, ports, and frontier defense (H);
 - (B) identify major military events involving Texas during the Civil War, including the New Mexico Campaign, the Union blockade, and the battles of Galveston and Sabine Pass (H, Geo/C);
 - (C) explain the goals of Union occupation in Texas to control the transportation of goods, including cotton in coastal South Texas, and the Red River Campaign (H);
 - (D) explain causes of frontier violence in Texas during the Civil War, including Elm Creek and Dove Creek conflicts (H);
 - (E) explain the significance of the Great Hanging at Gainesville as an example of internal conflict and political repression during the war (H);
 - (F) identify the roles of major Texas Confederate military units, including Hood's Texas Brigade and Terry's Texas Rangers, which supported the Confederate war effort outside Texas (H);
 - (G) identify the roles of Unionists in Texas during and after the Civil War, including E. J. Davis, A. J. Hamilton, and the 1st Texas Cavalry, which was part of the United States Army (H);

- (H) explain the announcement of emancipation on Juneteenth that freed slaves in Texas two years after the Emancipation Proclamation (H);
 - (I) describe the policies enacted during Reconstruction in Texas following the Civil War, including military districts that enforced the 13th, 14th, and 15th amendments and explain the resistance in eastern Texas to the implementation (H, G/Civ);
 - (J) identify African American political leaders who were elected during Reconstruction, including George T. Ruby, Norris Wright Cuney, Walter Moses Burton, and Matthew Gaines (H, G/Civ);
 - (K) explain the role of African American institutions during Reconstruction, including freedom colonies and the Freedmen's Bureau (H, G/Civ, Geo/C);
 - (L) explain how Reconstruction ended in Texas (H);
 - (M) describe the migration and settlement patterns in western Texas, including veterans and other Texans post-Civil War (H, G/Civ); and
 - (N) compare the Texas Constitution of 1876 with the United States Constitution, including protection of individual rights, limited executive authority, and emphasis on local control (H, G/Civ, S).
- (10) Texas Immigration, Expansion, and Agriculture. The student understands the development of the frontier. The student is expected to:
- (A) describe the role of individuals in shaping the United States American Indian policy after the Civil War, including Quanah Parker at the Treaty of Medicine Lodge Creek, William Tecumseh Sherman at the Salt Creek Prairie Massacre, and Ranald Mackenzie at the Red River War (H, G/Civ);
 - (B) identify African Americans that helped to shape the Texas frontier, including buffalo soldiers and Britt Johnson (H, Geo/C); and
 - (C) explain that buffalo hunters were sent to west Texas to eliminate the buffalo and force American Indians onto reservations (H, Geo/C, G/Civ).
- (11) Texas Immigration, Expansion, and Agriculture. The student understands how industrialization transformed Texas's economy, labor systems, politics, and society. The student is expected to:
- (A) describe how natural resources supported early industrial growth in Texas, including cotton production and the expansion of agriculture (H, Geo/C);
 - (B) describe how sharecropping developed in Texas and explain the effects on farmers and laborers (H, Geo/C, E);
 - (C) identify cattle drives and ranching operations that contributed to economic growth in Texas, including the Espuela, King and XIT ranches (H, E);
 - (D) explain how technological innovations, including barbed wire and windmills, transformed ranching practices and land use in Texas (H, E);
 - (E) explain the role of James "Jim" Hogg and the creation of the Texas Railroad Commission in regulating business and protecting farmers (H, G/Civ, E);
 - (F) identify the outcomes of major labor conflicts that resulted in mob violence and resistance to organized labor because of the belief in free enterprise in Texas, including the Great Southwest Railroad Strike, the Thurber Strike, and the Galveston Longshoremen's Strike (H, E);
 - (G) describe the social status of African Americans in Texas after Reconstruction, including the effects of Plessy v. Ferguson and the rise of Jim Crow segregation (H, G/Civ, Geo/C, E, S); and

- (H) identify immigration patterns to Texas during the late 19th and early 20th centuries, including Mexican, German, and Czech immigration (H, Geo/C).
- (12) The Age of Oil. The student understands how petroleum, global markets, revolution, and world wars transformed Texas in the early and mid-20th century. The student is expected to:
- (A) explain how Spindletop contributed to the oil boom, Texas oil and gas companies, and urbanization in Texas (H, E);
 - (B) identify oil boom advances that fueled Texas, including the discovery of the East Texas Field and the rotary drill bit (H, E);
 - (C) explain the effects of the free enterprise system on Midland and Houston, including changes in employment, population growth, and regional development (H, Geo/C, E);
 - (D) explain how oil production and transportation connected Texas to global markets through the Houston Ship Channel and its development after the Galveston Hurricane of 1900 (H, E);
 - (E) explain how the actions of Francisco "Pancho" Villa during the Mexican Revolution increased border tensions and violence affecting Texas, including cross border raid violence, and describe the United States military response in the Pershing Expedition (H); and
 - (F) explain Texas's role in World War I, including the significance of the Zimmerman Telegram, the contributions of Edward M. House, and oil production in supporting the Allied victory (H, E).
- (13) Texas in the Great Depression and World War II. The student understands life in Texas during the Great Depression and the contribution of Texans to American victory in World War II. The student is expected to:
- (A) describe the role of Dan Moody in political conflict and reform in Texas during the 1920s and 1930s, including prosecuting the Ku Klux Klan and opposing the Ferguson political machine, that led to transparency in government (H, Geo/C);
 - (B) explain the cause of the Dust Bowl in Texas and the United States, including poor land management, prolonged drought, and high winds (H, Geo/C);
 - (C) explain how government responses to economic hardship caused by the Dust Bowl expanded during the Great Depression, including the Agricultural Adjustment Administration (AAA), in Texas (H, G/Civ, E);
 - (D) describe the role of Jane Yelvington McCallum in women's suffrage which led to expanded voting rights in the 19th Amendment (H, G/Civ, Geo/C);
 - (E) explain the purpose of the Texas Centennial Exposition in shaping state identity and culture by uplifting peoples suffering during the Great Depression (H, Geo/C, E);
 - (F) identify the contributions of Texans in military leadership during World War II, including Chester Nimitz, Earl Rudder, Samuel Dealey, and Oveta Culp Hobby (H);
 - (G) identify the service of Texans in World War II, including the 36th and 90th Divisions and the Lost Battalion (H);
 - (H) explain why Doris Miller and Audie Murphy are considered to be American heroes (H);
 - (I) explain how the increased number of military bases and home-front industrial mobilization transformed Texas communities during World War II (H, Geo/C, E);
 - (J) explain the Bracero Program and how wartime labor needs reshaped agriculture and migration patterns in Texas (H, Geo/C);
 - (K) identify on a map World War II prisoner-of-war camps in Texas, including Hearne (H, Geo/C, S); and

- (L) contrast the treatment and conditions of prisoners-of-war detained in Texas and the United States with the treatment of prisoners-of-war detained in Germany and Japan in World War II (H, Geo/C, E).
- (14) Texas in the 1950s and Civil Rights Era. The student understands how postwar change accelerated civil rights efforts, modernization, cultural identity, and demographic transformation in Texas. The student is expected to:
- (A) explain how early labor and civil rights activism in Texas contributed to demands for equality reflecting broader struggles for civil rights in the United States, including the roles of the League of United Latin American Citizens (LULAC) and the G.I. Forum, during the Felix Longoria episode (H, Geo/C, E);
 - (B) identify the role of the National Association for the Advancement of Colored People (NAACP) and Lulu Belle Madison White in Sweatt v. Painter which expanded equal rights (H, G/Civ, S);
 - (C) explain how Mexican Americans used court cases, including Delgado v. Bastrop ISD, to gain civil rights (H, G/Civ, S);
 - (D) explain how national civil rights milestones affected Texas, including the role of James L. Farmer, and how resistance to Brown v. Board of Education led to the Mansfield school incident;
 - (E) identify the key pillars of postwar modernization in Texas, including petroleum expansion, industrial growth, urbanization, and population increases (H, E);
 - (F) explain how popular culture shaped Texas's image, including tourism growth, Disney's interest in Texas, and John Wayne's The Alamo (Geo/C, E); and
 - (G) describe physical changes in Texas during the postwar period, including the construction of reservoirs, highways, and airports (H, Geo/C).
- (15) Texas in the 1950s and Civil Rights Era. The student understands how Texas leaders and national events of the 1960s reshaped government, civil rights, culture, and politics in Texas. The student is expected to:
- (A) identify major Great Society legislation of Lyndon Baines Johnson's presidency, including the Civil Rights Act of 1964, the Voting Rights Act of 1965, the war on poverty, and the Clean Air Act (H, G/Civ);
 - (B) describe how the Cold War and the Space Race led to economic development in Texas, including National Aeronautics and Space Administration (NASA) and the moon landing (H, G/Civ);
 - (C) explain how the career of Barbara Jordan demonstrates the expansion of equality in Texas and in national politics (H, G/Civ);
 - (D) identify societal changes in Texas during the 1960s, including the Astrodome, the Tower of the Americas, and the growth of professional sports and music scenes (Geo/C);
 - (E) explain how the Vietnam War affected Texas, including Vietnamese immigration to flee communism (H, Geo/C, E);
 - (F) identify Mexican civil rights movements in Texas during the 1960s, including the Chicano Movement and the fall of La Raza Unida because of corruption (H, Geo/C); and
 - (G) identify the significance of Texas's passage of the Equal Rights Amendment, including being the first state to ratify (H, G/Civ).
- (16) Contemporary Texas. The student understands how energy, politics, culture, migration, and economic change shaped Texas from 1970s to the present and inform future trends. The student is expected to:

- (A) explain how events in the Middle East led to economic growth in Texas, including the Yom Kippur War, that resulted in the oil embargo (H, E);
- (B) identify Jack Kilby as a Texas innovator who invented the microchip (H, E);
- (C) identify Larry McMurtry whose literature contributed to the projection of the Texas image nationally and globally (H, Geo/C);
- (D) identify George H. W. Bush and George W. Bush as presidents from Texas (H, G/Civ);
- (E) contrast the significance of Texas governors Ann Richards, who was an influential female politician, and Bill Clements, who was the first Republican governor since Reconstruction (H, G/Civ); and
- (F) describe population growth and distribution in Texas, including the development of the Texas Triangle (Geo/C, E, S).

ATTACHMENT III
Text of Proposed New 19 TAC

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Subchapter C. High School

§113.24. United States History Studies (One Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. This course is recommended for students in Grade 11. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
 - (1) In United States History Studies, students examine United States as a nation that believes in freedom as a supreme value and that the Constitutional republican form of government established by the Constitution provides the intellectual and legal means to pursue and achieve the many reforms that have, over time and often with struggle, given the benefits of freedom to all Americans.
 - (A) United States History Studies builds on content introduced in earlier grades and deepens understanding of American identity. The course examines key events, ideas, and experiences that have shaped the nation and its people over time. Emphasis is placed on analyzing the historical development of a shared commitment to individual liberty, representative government, and the free enterprise system and on evaluating how these enduring values continue to influence American society.
 - (B) The course emphasizes major themes drawn from the knowledge and skills statements and student expectations that highlight defining moments in the development of the nation. Instruction focuses on the American Revolution and the United States Constitution as the founding of the nation; the Civil War as a defining test that strengthened national unity; participation in the First and Second World Wars that established the United States as a global power and tested national principles; the Cold War as a period that challenged national resolve; and the Civil Rights movements as evidence that the Constitution provides a durable framework for reform and the expansion of liberty.
 - (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution; and
 - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
 - (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

- (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
- (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (6) Student expectations embed relevant statutory requirements, including:
- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-2)(1)-(3) and (h-3)--Knowledge of Civics;
 - (G) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (H) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (I) TEC, §29.907--Celebrate Freedom Week;
 - (J) TEC, §29.9071--Texas Military Heroes Day; and
 - (K) TEC, §29.9072--Holocaust Remembrance Week.
- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be

incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(d) Knowledge and skills.

- (1) Exploration. The student understands reasons for European exploration and colonization in America. The student is expected to describe motivations for European exploration, including political, economic, and religious (G/Civ, Geo/C, E).
- (2) Colonial Life and Government. The student understands English Colonial Life and Government in North America. The student is expected to:
 - (A) compare the purposes for settlement, economic activities, labor systems, religious foundations, and geography in the New England, Middle, and Southern colonies (Geo/C, E, S); and
 - (B) explain the significance of self-rule in the English colonies, including the Mayflower Compact, House of Burgesses, and Fundamental Orders of Connecticut, as early foundations of representative government in America (G/Civ).
- (3) American Revolution. The student understands political, economic, and philosophical factors that contributed to the American Revolution. The student is expected to:
 - (A) analyze political and economic factors that contributed to the American Revolution, including the French and Indian War, Navigation Acts, Proclamation Line of 1763, tax acts, and the end of salutary neglect (H, G/Civ, E, S);
 - (B) explain American resistance to British political and economic policies following the French and Indian War, including protests against taxation without representation, the Boston Massacre, and the Boston Tea Party (H, G/Civ, E);
 - (C) explain intellectual influences, including the Bible, Greek and Roman thought, English common law, First Great Awakening, and Enlightenment philosophy, on the American Revolution and the new American government (G/Civ);
 - (D) discuss origins, meanings, and effects of the Declaration of Independence (G/Civ, S);
 - (E) describe Revolutionary War events, including Lexington and Concord, Trenton, Saratoga, Valley Forge, Yorktown, Washington's resignation as Commander in Chief of the Continental Army, and Treaty of Paris (1783) (H);
 - (F) explain reasons for the American victory, including the geographic advantage fighting on their own land, foreign allied intervention, other British war obligations, the belief in Providence, and rallying Americans around the idea of freedom (H, G/Civ, E); and
 - (G) identify the role of individual patriots during the Revolutionary Era, including George Washington, John Adams, and Thomas Jefferson (H).
- (4) American Revolution. The student understands the Constitution and reasons for its adoption. The student is expected to:
 - (A) explain how the Articles of Confederation limited central government and how those limitations led to problems, including Shay's Rebellion (G/Civ);
 - (B) describe how the Northwest Ordinance (1787) addressed slavery and established a process for the creation of new states (H, G/Civ);
 - (C) analyze the Constitutional Convention, including James Madison, The Great Compromise, rights of individuals and states, Three-fifths Compromise (G/Civ, S);
 - (D) describe how the United States Constitution established America as a Constitutional Republic (G/Civ);
 - (E) explain debate over the ratification of the Constitution, including Federalist Papers 10 and 51 (G/Civ); and

- (F) identify the rights protected in the Bill of Rights and explain how these rights addressed grievances in the Declaration of Independence (G/Civ).
- (5) New Nation. The student understands the key events in the first five presidencies of the New Nation. The student is expected to:
- (A) explain key developments in the new nation, including Washington's Farewell Address, Marbury v. Madison, the Louisiana Purchase, the Barbary Wars, the Prohibition on the Importation of Slaves, the Missouri Compromise, and the Monroe Doctrine (H, G/Civ, Geo/C); and
- (B) explain the impact of the War of 1812 in confirming American independence (G/Civ).
- (6) National Expansion and Reform. The student understands national expansion and reform. The student is expected to:
- (A) describe the events of Andrew Jackson's presidency, including the Indian Removal Act, the Trail of Tears, the Nullification Crisis, and the elimination of property requirements to vote (H, G/Civ);
- (B) describe Jacksonian Democracy as a political movement that emphasized the power and position of the common man (H, G/Civ);
- (C) explain the causes of westward expansion, including the acquisition of Texas, and the effects of westward expansion, including the Mexican American War and the expansion of slavery (H, Geo/C);
- (D) explain the religious influence of the Second Great Awakening on reform movements, including temperance, women's suffrage, and abolition (G/Civ);
- (E) describe the early women's suffrage movement, including the 1848 Seneca Falls Convention, and key leaders, including Susan B. Anthony and Elizabeth Cady Stanton (H, G/Civ); and
- (F) identify notable figures of the abolitionist movement, including William Lloyd Garrison, Fredrick Douglass, and Harriet Tubman (H, G/Civ).
- (7) Sectionalism, Civil War, and Reconstruction. The student understands Antebellum economy, society, and culture. The student is expected to:
- (A) describe the early Industrial Revolution, including the steam engine used on trains and boats, the Erie Canal, the telegraph, and the factory system in the north which increased the northern demand for cotton (Geo/C, E); and
- (B) describe Southern slavery, including slave life on plantations and farms across the South, and explain the cotton gin and its effect on the economics of slavery and domestic slave trade (Geo/C, E).
- (8) Sectionalism, Civil War, and Reconstruction. The student understands how sectional differences led to the Civil War. The student is expected to:
- (A) compare the urban and industrial economy of the North with the rural and agricultural economy of the South (Geo/C, E, S);
- (B) explain the central role of the expansion of slavery in causing sectionalism, disagreements over states' rights, and the Civil War, including the Fugitive Slave Act which is part of the Compromise of 1850 (H, G/Civ, Geo/C, E);
- (C) identify key developments leading to the Civil War, including Uncle Tom's Cabin, Kansas Nebraska Act, Dred Scott v. Sanford (1857), Lincoln-Douglas Debates (1858), and John Brown's raid (H, G/Civ, Geo/C); and
- (D) analyze the causes of the Civil War, including slavery, states' rights debates, and sectional differences, including tariffs (G/Civ, Geo/C, E, S).

- (9) Sectionalism, Civil War, and Reconstruction. The student understands the course of events of the Civil War. The student is expected to:
- (A) explain key Civil War events, including Fort Sumter, Antietam, Gettysburg, Vicksburg, Sherman's March to the Sea, Grant v. Lee in Virginia resulting in Appomattox Surrender, and Palmito Ranch (H, G/Civ, Geo/C);
 - (B) describe how both the Emancipation Proclamation and the Gettysburg Address reflect constitutional principles, including preservation of the Union, expansion of liberty, and that the government derives its authority from the people. (H, G/Civ);
 - (C) explain the advantages and disadvantages of both sides during the Civil War, including manufacturing, population, resources, raw materials, and military expertise (Geo/C, E);
 - (D) explain the significance of strategies of the Union and Confederacy, including the Anaconda Plan (Geo/C); and
 - (E) identify Galveston as the location for the Juneteenth announcement (H, Geo/C).
- (10) Sectionalism, Civil War, and Reconstruction. The student understands the immediate effects of the Civil War during Reconstruction. The student is expected to:
- (A) analyze major effects of the 13th, 14th, and 15th amendments (G/Civ);
 - (B) analyze how Lincoln's assassination altered the plans for Reconstruction (H, S);
 - (C) compare the Reconstruction plans of Lincoln, Johnson, and Congress (G/Civ, S);
 - (D) describe the Southern reactions to Reconstruction, including Black Codes, the Ku Klux Klan, and sharecropping (Geo/C); and
 - (E) summarize how the end of Reconstruction and the lack of enforcement of the 14th and 15th amendments led to Jim Crow segregation (G/Civ, S).
- (11) The Rise of Industrial America. The student understands the domestic issues from the rise of industrial America, the Gilded Age, and the Progressive Era. The student is expected to:
- (A) describe the role of the federal government in westward migration, including the Homestead Act, the Morrill Act, the Indian Wars, the Buffalo Soldiers, and the Dawes Act (H, G/Civ, Geo/C, E);
 - (B) describe the end of the open range, including the introduction of barbed wire in Texas (H, Geo/C, E);
 - (C) identify the role of key figures, including John D. Rockefeller, Andrew Carnegie, and Henry Ford, in the American free enterprise system that led to major economic changes during the later industrial revolution (H, E);
 - (D) describe patterns of late 19th and early 20th century immigration and responses to immigration in American society, including the Chinese Exclusion Act and nativism (H, G/Civ, Geo/C);
 - (E) explain the economic factors and working conditions that contributed to the origins of labor unions and farmers reform movements (G/Civ, Geo/C, E);
 - (F) explain the Populist reform movement, including the formation of the Populist Party, as a response to political machines and monopolists (G/Civ, E);
 - (G) analyze Gilded Age Reforms and Progressive policies, including Interstate Commerce Act and Sherman Anti-Trust Act (G/Civ, E, S); and
 - (H) describe the status of civil rights in American society after the Civil War (G/Civ).
- (12) Imperialism and World War I. The student understands the Age of Expansion and World War I contributing to America becoming a world power. The student is expected to:

- (A) describe America's growing role in world affairs from the Civil War to 1914, including America's growing influence in Hawaii leading to annexation, the Open Door Policy, the Spanish-American War, the Panama Canal, Roosevelt Corollary, and Dollar Diplomacy as additions to the Monroe Doctrine (H, G/Civ, Geo/C, E);
 - (B) identify reasons for America's involvement in World War I, including imperialism, unrestricted submarine warfare, and Zimmerman Telegram (H, G/Civ, E); and
 - (C) explain America's role in bringing World War I to an end, including war bonds, the Selective Service Act, Pershing and the American Expeditionary Force, Harlem Hellfighters, Battle of Argonne Forest, and Alvin York (H, G/Civ, Geo/C, E).
- (13) Interwar Period. The student understands the Interwar Period. The student is expected to:
- (A) describe domestic issues between 1918 and 1929, including prohibition, the 19th amendment, eugenics, and the Red Scare (H, G/Civ, Geo/C);
 - (B) describe the influence of African American culture on mainstream American culture between 1914 and 1939, including the Harlem Renaissance (Geo/C);
 - (C) identify challenges of African Americans between 1914 and 1939, including the Ku Klux Klan, lynchings, Black Wall Street, and the Tulsa Race Riots (H, Geo/C, E);
 - (D) analyze causes of the Great Depression, including stock market crash, bank failures, monetary policy, tariffs, and the Dust Bowl (H, E, S); and
 - (E) analyze the responses to the Great Depression, including the New Deal (G/Civ, E, S).
- (14) World War II. The student understands World War II. The student is expected to:
- (A) identify the rise to power of dictators, including Hitler, Mussolini, Stalin, and Japanese military leaders (H, G/Civ);
 - (B) describe key events of early World War II in Europe, including the partition of Poland, the Invasion of the West, the Battle of Britain, and the Battle of the Atlantic (H, Geo/C);
 - (C) describe American neutrality, including isolationism, the special relationship between Churchill and Roosevelt, Lend Lease, and embargo on Japan (H, G/Civ, E);
 - (D) describe the contributions that the American homefront made to World War II, including industrial manufacturing, rationing, the Manhattan Project, Oveta Culp Hobby with the Women's Army Corps (WAC), the Women Airforce Service Pilots (WASP), the Women Accepted for Volunteer Emergency Service (WAVES), Tuskegee Airmen, Navajo Code Talkers, Rosie the Riveter, the Bracero Program, and the second wave of the Great Migration (H, Geo/C, E);
 - (E) describe events and people in the war in Europe, including Eisenhower and D-Day, the Battle of the Bulge and Audie Murphy, the Holocaust and survivors, and the Fall of the Nazis (H, Geo/C); and
 - (F) describe events of the war in the Pacific, including Midway, island hopping, Iwo Jima, and the decision to drop the atomic bomb (H, Geo/C).
- (15) Post-War United States. The student understands post war United States. The student is expected to:
- (A) describe America's post war prosperity due to the free enterprise system, including the Baby boom, GI Bill, suburbs, and interstate highways from 1945 (H, G/Civ, Geo/C, E);
 - (B) compare and contrast communism and free enterprise (G/Civ, E, S);
 - (C) describe the role of the Soviet Union in spreading communism in Eastern Europe, Asia, and Latin America (H, Geo/C);

- (D) explain key developments in the global fight against communism, including the Korean War, Cuban Missile Crisis, the space race, and the Vietnam War (H, G/Civ, Geo/C);
 - (E) explain domestic anticommunism movements as a way to protect American values and freedoms, including the use of "under God" as a way to highlight America's moral and spiritual foundations distinguishing the United States from communist governments and the overreach of McCarthyism (G/Civ);
 - (F) explain key civil rights reforms, including Sweatt v. Painter, the Civil Rights Act, the Voting Rights Act, and Title IX (H, G/Civ);
 - (G) identify the significance of leaders in the Civil Rights movement, including Thurgood Marshall, who represented parents of school children in the case Brown v. Board of Education; Texan Barbara Jordan, who was the first African American congresswoman; and Hector P. Garcia, who was involved in the GI Forum (H, G/Civ);
 - (H) contrast Martin Luther King, Jr.'s ideas of non-violent reform promised by the Constitution with the ideas of violent revolution promoted by the Black Power movement in the Civil Rights era (G/Civ, S);
 - (I) explain changes in American society in the 1960s and 1970s, including the Great Society, mass media, the loss of trust in government because of Watergate, and the oil embargo (G/Civ, Geo/C, E); and
 - (J) describe how Reagan's idea of "morning again in America" was exemplified through the release of the hostages in Iran, deregulation of the economy, and the fall of the Berlin Wall resulting in the end of the Cold War (H, G/Civ, Geo/C).
- (16) The Modern Era. The student understands the modern era. The student is expected to:
- (A) explain key events in the modern era, including Gulf War, NAFTA, Clinton's impeachment, 2000 election, September 11, 2001, Afghanistan and Iraq wars, the Great Recession, and the Affordable Care Act (H, G/Civ, Geo/C, E);
 - (B) identify the election of Barack Obama in 2008 as a fulfillment of Constitutional ideas and reform (H, G/Civ); and
 - (C) describe the computer revolution, the cultural impact of the internet, and social media through 2016 (Geo/C).

§113.25. United States Government (One-Half Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. Students shall be awarded one-half credit for successful completion of this course.
- (c) Introduction.
 - (1) In United States Government, the focus is on the principles and core ideas upon which the United States was founded on, including the structure, functions, and powers of government at the national, state, and local levels. Students learn major political ideas and forms of government in history. A significant focus of the course is on the founding documents, including the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of civic participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States.

- (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
- (A) students understand how to emulate the preservation of liberty as citizens who value the idea of virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution; and
 - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
- (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (6) Student expectations embed relevant statutory requirements, including:
- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-2)(1)-(3) and (h-3)--Knowledge of Civics;
 - (G) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (H) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (I) TEC, §29.907--Celebrate Freedom Week;

(J) TEC, §29.9071--Texas Military Heroes Day; and

(K) TEC, §29.9072--Holocaust Remembrance Week.

(7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

(8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.

(9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(d) Knowledge and skills.

(1) Historical Roots and Founding Documents of the Constitutional Republic. The student understands different forms of government. The student is expected to:

(A) contrast different forms of government, including a republic, democracy, oligarchy, monarchy, theocracy, and dictatorship (G/Civ); and

(B) contrast communism, socialism, and capitalism (G/Civ).

(2) Historical Roots and Founding Documents of the Constitutional Republic. The student understands contributions to America's core ideals. The student is expected to:

(A) describe religion in relation to America's core ideals, including civic virtue, limited government, rule of law, and preservation of liberty (H, G/Civ); and

(B) explain colonial era ideas on self-government by analyzing consistent patterns over time, including the Mayflower Compact, Virginia House of Burgesses, and New England Town Meetings (H, G/Civ, S).

(3) Historical Roots and Founding Documents of the Constitutional Republic. The student understands civic virtue. The student is expected to:

(A) describe characteristics of civic virtue, including self-sacrifice, public service, civic responsibility, and public good over self-interest (G/Civ);

(B) describe the relationship between religion and civic virtue (G/Civ);

(C) evaluate Washington's Farewell Address 1796 as evidence of civic virtue by examining the author's purpose, audience, and message (H, G/Civ, S); and

(D) analyze Washington's Farewell Address 1796 for evidence of unity and patriotism (H, G/Civ, S).

(4) Historical Roots and Founding Documents of the Constitutional Republic. The student understands limited government. The student is expected to:

(A) identify characteristics of limited government, including constitutional constraints, separation of powers, popular sovereignty, and checks and balances (G/Civ); and

- (B) evaluate foundational documents, including the Magna Carta, Declaration of Independence, U.S. Constitution, and Articles of Confederation, for evidence of limited government (H, G/Civ, S).
- (5) Historical Roots and Founding Documents of the Constitutional Republic. The student understands the rule of law and preservation of liberty. The student is expected to analyze the relationship between the rule of law and preservation of liberty using reasoning skills, including sequencing and contextualization (G/Civ, S).
- (6) Historical Roots and Founding Documents of the Constitutional Republic. The student understands events that led to the Constitution and the Bill of Rights. The student is expected to:
- (A) explain the events that led to the writing of the Constitution and the Bill of Rights, including the Constitutional Convention and failures of the Articles of the Confederation (H, G/Civ); and
- (B) explain the events that led to the ratification of the Constitution and the Bill of Rights, including the states' ratification debate, Three-fifths Compromise and the Great Compromise (H, G/Civ).
- (7) Historical Roots and Founding Documents of the Constitutional Republic. The student understands key events that led to the establishment of a secure republican order. The student is expected to evaluate the significance of the Election of 1800 as a key event, including the peaceful transfer of power, that led to the establishment of a secure republican order (H, G/Civ).
- (8) Historical Roots and Founding Documents of the Constitutional Republic. The student understands the Declaration of Independence. The student is expected to:
- (A) summarize the purpose of the Declaration of Independence as justification of separation from a tyrannical government (G/Civ, S);
- (B) explain Natural Law and Natural Rights based on the writings of Locke and Blackstone (G/Civ);
- (C) identify natural rights in the Declaration of Independence such as "the laws of nature and of nature's God" (G/Civ); and
- (D) analyze the cause and effect relationship between grievances listed in the Declaration of Independence and protections established in the Constitution and Bill of Rights (G/Civ, S).
- (9) Historical Roots and Founding Documents of the Constitutional Republic. The student understands the Articles of the Constitution. The student is expected to:
- (A) describe the principles of and the seven articles of the Constitution, including popular sovereignty, republicanism, federalism, separation of powers, checks and balances, limited government, and individual rights (G/Civ); and
- (B) analyze how the principles of the Constitution are embedded within the seven articles of the Constitution (G/Civ).
- (10) Historical Roots and Founding Documents of the Constitutional Republic. The student understands the Bill of Rights. The student is expected to evaluate the purpose of the Bill of Rights using civil discourse to engage in meaningful and respectful communication (G/Civ, S).
- (11) Historical Roots and Founding Documents of the Constitutional Republic. The student understands perspectives from the Federalists and Anti-Federalists. The student is expected to:
- (A) analyze arguments supporting the ratification of the Constitution within Federalist papers 10, 51, and 78 to understand point of view and historical perspectives (G/Civ, S); and
- (B) analyze arguments against the ratification of the Constitution within Brutus 1 to understand point of view and historical perspectives (G/Civ, S).

- (12) American Political Culture. The student understands contributions to America's core ideals. The student is expected to analyze historical documents, including Alexis de Tocqueville's Democracy in America volume 1 part 3 chapters 4 and 10, Frederick Douglass' "What to the Slave is the Fourth of July?" and "What the Black Man Wants," the First Lincoln-Douglas debate, Martin Luther King Jr.'s "I Have a Dream," and Ronald Reagan's "A Time for Choosing," for evidence of the embodiment of America's core ideals (H, G/Civ, S).
- (13) Three Branches of the Federal Government (Legislative, Executive, Judicial). The student understands the three branches of the Federal government. The student is expected to:
- (A) describe the structure of the legislative branch and explain the functions of the legislative branch, including the necessary and proper clause (G/Civ);
 - (B) describe the structure of the executive branch and explain the functions of the executive branch, including the Take Care Clause and the role of executive orders (G/Civ);
 - (C) describe the structure of the judicial branch and explain the functions of the judicial branch, including Marbury v. Madison and the role of judicial review (G/Civ);
 - (D) compare responsibilities of the federal government (G/Civ);
 - (E) identify eligibility requirements for individuals holding Constitutional offices, including president, vice president, senators, representatives, cabinet members, and supreme court justices (G/Civ);
 - (F) explain delegation of powers and separation of powers in relation to the three branches of government (G/Civ); and
 - (G) explain the role of the Electoral College and its impact on election outcomes, including the elections of 1824, 1876, 1888, 2000, and 2016 (H, G/Civ).
- (14) Federalism. The student understands the characteristics of Federalism. The student is expected to:
- (A) compare the types of republican governments, including unitary, confederal, and federal government (G/Civ);
 - (B) explain enumerated, reserved, and concurrent powers, and how McCulloch v. Maryland clarified the balance of federal and state power (H, G/Civ);
 - (C) explain the role of the Supremacy Clause in a federal system (G/Civ);
 - (D) explain the effects of the 17th amendment, including the direct election of Senators, on the federalist structure of government (H, G/Civ, S); and
 - (E) describe how the balance of power between states and the federal government is impacted culturally, economically, or politically by historical conflicts societies, economies, or political systems, including the Great Depression, the civil rights movement, and the Civil War (H, G/Civ, E).
- (15) Federalism. The student understands Texas state and local governments compared to the United States government. The student is expected to:
- (A) identify representatives and describe roles in the Texas executive branch using inquiry and research methods to locate relevant sources (G/Civ, S);
 - (B) identify representatives and describe roles in the Texas legislative branch using inquiry and research methods to locate relevant sources (G/Civ, S);
 - (C) identify representatives and describe roles in the Texas judicial branch using inquiry and research methods to locate relevant sources (G/Civ, S);
 - (D) identify representatives and describe roles in the local government using inquiry and research methods to locate relevant sources (G/Civ, S);

- (E) identify eligibility requirements for individuals to hold public offices in Texas, including governor, lieutenant governor, senators, representatives, and Texas justices (G/Civ); and
- (F) apply Robert's Rules of Order using civil discourse to engage in meaningful and respectful communication (G/Civ, S).
- (16) Civil Liberties and Civil Rights. The student understands the importance of civil liberties and civil rights. The student is expected to:
 - (A) evaluate the Bill of Rights for evidence of protected civil liberties and civil rights (G/Civ, S); and
 - (B) explain how U.S. Supreme Court interpretations clarify rights guaranteed by the U.S. Constitution in cases, including Brown v. Board of Education of Topeka, Miranda v. Arizona, Dobbs v. Jackson's Women's Health Organization, Students for Fair Admissions v. Harvard, Pierce v. Society of Sisters, and Texas v. Johnson (H, G/Civ, Geo/C).
- (17) Administrative State. The student understands the Administrative State. The student is expected to:
 - (A) describe the growth of the federal government (G/Civ, E);
 - (B) use economic data and models of the federal government spending to explain economic concepts, issues, or policies (G/Civ, E, S);
 - (C) identify the purpose of selected independent federal executive agencies and regulatory commissions as prescribed by the Administrative Procedure Act of 1946 (H, G/Civ);
 - (D) describe the growth of the Texas state government (G/Civ, E); and
 - (E) use economic data and models of Texas state government spending to explain economic concepts, issues, or policies (G/Civ, E, S).
- (18) Modern Campaigns, Elections, Media, Political Parties and Participation. The student understands the role of modern campaigns, elections, media, political parties and participation in United States Government. The student is expected to:
 - (A) explain the roles and responsibilities of citizens in United States elections (G/Civ);
 - (B) compare the two-party system and the role of third parties in the United States using historical data, maps, charts, or graphs to synthesize evidence and draw conclusions (H, G/Civ, Geo/C, S);
 - (C) explain how representative districts are crafted, including use of the census and the process of reapportionment using demographic patterns (G/Civ, Geo/C, S); and
 - (D) analyze the voting process and election laws in Texas using simulations of democratic processes, including voting, due process, and caucuses (H, G/Civ, S).

§113.26. Personal Financial Literacy (One-Half Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2027-2028 school year.
- (b) General requirements. Students shall be awarded one-half credit for successful completion of this course.
- (c) Introduction.
 - (1) Personal Financial Literacy (PFL) will develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. The knowledge gained in this course has far-reaching effects for students personally as well as the economy as a whole. When citizens make wise financial decisions, they gain opportunities to invest in themselves, build businesses, consume goods and services in a responsible way, and secure a future without depending on

outside assistance. The economy benefits from the optimal use of resources, increased consumption, and strong local businesses.

- (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:

 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution; and
 - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:

 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (6) Student expectations embed relevant statutory requirements, including:

 - (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-2)(1)-(3) and (h-3)--Knowledge of Civics;
 - (G) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (H) TEC, §28.0022--Certain instructional requirements and prohibitions;

- (I) TEC, §29.907--Celebrate Freedom Week;
 - (J) TEC, §29.9071--Texas Military Heroes Day; and
 - (K) TEC, §29.9072--Holocaust Remembrance Week.
- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (d) Knowledge and skills.
- (1) Fundamental Concepts of Economics Related to PFL. The student understands fundamental concepts of economics related to personal financial literacy. The student is expected to:
- (A) explain how scarcity drives market prices, including gasoline, groceries, and home energy sources (E);
 - (B) explain supply and demand relationships, including supply curves, demand curves, and market equilibrium (E);
 - (C) explain how opportunity costs impact financial choices, including decisions between purchasing new or used vehicles and attending college or immediately entering the workforce (E);
 - (D) describe characteristics of free enterprise, including private property, freedom of choice, profit incentive, competition, limited government, and voluntary exchange (E);
 - (E) describe how appreciation and depreciation affect asset values, including residential housing, commercial properties, motor vehicles, currency, and stocks (E); and
 - (F) explain how historical or religious texts have influenced American financial systems (H, E).
- (2) Earning Income. The student understands that income is earned through the exchange of work and services. The student is expected to:
- (A) identify sources of income, including wages, salaries, rental income, bonuses, interest, dividends, and profits (E);
 - (B) describe how federal, state, and local taxes reduce disposable income (E);
 - (C) explain how employee benefits, including health insurance, retirement plans, and paid leave, are a form of compensation (E);
 - (D) describe the role of the Free Application for Federal Student Aid (FAFSA) in securing grants, scholarships, and student loans (E);
 - (E) explain how having a parent in the military influences FAFSA applications;

- (F) describe the relationship between postsecondary education and future income earnings (E);
 - (G) evaluate the opportunity costs for postsecondary career pathways (E);
 - (H) determine how personal interests and skills align with potential careers that support a desired standard of living based on income potential using research practices (E, S);
 - (I) compare earning potential in different labor markets by investigating geographic patterns and economic events (Geo/C, E, S);
 - (J) differentiate between gross, net, and taxable income (E); and
 - (K) describe characteristics of federal and state tax codes, including required income reporting, tax credits, and tax deductions (G/Civ, E).
- (3) Spending and Planning. The student understands that financial decision-making impacts budgets, helping people achieve financial goals by allocating income to spending and savings accounts. The student is expected to:
- (A) develop short-term and long-term financial goals that are specific, measurable, attainable, realistic, and time based (E);
 - (B) develop a balanced budget that accounts for income, fixed and variable expenses, and savings using budgeting tools, including spreadsheets, digital apps, or digital platforms (E, S);
 - (C) describe the importance of tracking income and expenses to maintain financial records (E);
 - (D) compare a variety of financial exchange options, including cash, check, debit cards, credit cards, electronic transfers, and digital payments (E);
 - (E) analyze how short-term financial decisions influence personal budgets and long-term financial goals (E);
 - (F) compare the cost of living in different geographic locations while considering social, economic, and political influences (Geo/C, E, S);
 - (G) describe the role of inflation on an economy, including price fluctuations on durable goods, nondurable goods, and groceries (E);
 - (H) describe how pre-purchase research is a strategy to maximize spending power (E, S);
 - (I) analyze how marketing strategies, including social media marketing and traditional forms of advertising, influence financial decisions by considering the audience and purpose of the advertisement (Geo/C, E, S);
 - (J) compare the opportunity costs of renting versus buying a home by examining rental agreements and mortgage contracts, including adjustable-rate and fixed-rate mortgages (E); and
 - (K) compare the opportunity costs of renting versus buying a motor vehicle by examining lease agreements and purchase contracts (E).
- (4) Savings and Investing. The student understands that saving and investing are essential components of building wealth considering a variety of factors that influence financial growth, security, and long-term independence. The student is expected to:
- (A) compare savings options, including bank savings accounts, money market accounts, education savings plans, and certificates of deposit (E);
 - (B) compare investing options, including stocks, bonds, mutual funds, and digital assets (E);

- (C) compare pre-tax retirement options, including Investment Retirement Accounts and traditional 401(k) plans, or pension plans with post-tax retirement options, including Roth Investment Retirement Accounts, or Roth 401Ks(E);
 - (D) explain the role social security plays in federal taxes and retirement benefits (G/Civ, E);
 - (E) calculate interest using the rule of 72 (E, S);
 - (F) explain how compounding interest contributes to financial growth (E);
 - (G) evaluate personal risk tolerance using market conditions, including inflation, market volatility, and interest rates (E);
 - (H) explain how the regulation of financial institutions, including the Federal Deposit Insurance Corporation, contributes to financial security and protects solvency (H, E);
 - (I) compare health savings accounts and flexible spending accounts (E); and
 - (J) compare the opportunity costs of hiring a professional financial planner and independent investment (E).
- (5) Credit and Debt. The student understands the costs and benefits of borrowing and lending and how they impact financial health. The student is expected to:
- (A) compare revolving credit and installment credit, considering interest rates, fees, and repayment schedules (E);
 - (B) compare relative interest rates for collateralized loans and unsecured credit (E);
 - (C) describe the factors in credit reports that impact credit scores, including payment history, penalties, debt-to-income ratio, number of accounts, and length of credit history (E);
 - (D) identify sources of credit, including banks, peer-to-peer lenders, payday loans, and title loans (E);
 - (E) describe how creditworthiness factors, including collateral, debt-to-income ratio, and payment history, impact access to different types of credit (E);
 - (F) explain how payday loans can create a cycle of debt, including predatory lending and installment plans (E);
 - (G) analyze how borrowing decisions can lead to debt problems, including bankruptcy (E); and
 - (H) evaluate truth-in-lending disclosures to determine when risk from borrowing is acceptable (E).
- (6) Risk Management and Insurance. The student understands that managing risk through saving, insurance, fraud prevention, and legal protections helps safeguard against potential loss and ensure long-term financial wellbeing. The student is expected to:
- (A) define insurance terms, including premium, deductible, co-pay, and policy limits (E);
 - (B) explain why disaster-based insurance vary by geographic location for different types of insurance, including flood insurance, fire insurance, wind insurance, and hail insurance (Geo/C, E);
 - (C) explain how personal risk insurance rates are impacted by risk factors, including personal risk level, coverage amounts, deductibles, and policy limits (E);
 - (D) describe how unemployment insurance and disability insurance support long-term financial wellbeing (E);
 - (E) identify strategies to reduce insurance fraud, consumer fraud, and identity theft (E);
 - (F) explain the importance of estate planning, including wills, beneficiaries, powers of attorney, and medical directives (E);

- (G) explain the role of consumer protection agencies in fraud prevention (E); and
- (H) explain how an emergency savings fund works together with insurance as part of ensuring long-term financial wellbeing (E).
- (7) Entrepreneurship and Business Structures. The student understands that entrepreneurship and business structures in a free enterprise system provide opportunities for individuals to create businesses, assume risk, earn profit, and contribute to economic growth. The student is expected to:
 - (A) analyze the risks and rewards of starting, owning, and franchising a business by developing a business plan that includes calculating revenue and profit for a business venture (E, S);
 - (B) explain how entrepreneurs respond to supply-and-demand trends and unmet needs when starting a new business (E);
 - (C) describe taxes related to owning a business, including self-employment tax, income tax, corporate income, payroll tax, excise tax, commercial property tax, franchise tax (E);
 - (D) explain how entrepreneurs use job creation and innovation to contribute to economic growth (E);
 - (E) compare costs and benefits of gig employment, including taxing and insuring independent contractors and free-lance workers (E); and
 - (F) compare the business structures of sole proprietorships, partnerships, limited liability companies, and corporations (E).

§113.27. World History Studies (One Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
 - (1) Rooted in the Western tradition and reflected in core American values, the belief in the dignity, worth, and natural rights of each individual has inspired movements for freedom and self-government, standing in enduring contrast to totalitarian systems that place the power of the state above the liberty of the person. This course consists of a high-level overview of world history with a special emphasis on the western and American tradition often highlighting contrasting ideals and their impacts across time and place.
 - (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution; and
 - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
 - (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics

chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.

- (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (6) Student expectations embed relevant statutory requirements, including:
 - (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-2)(1)-(3) and (h-3)--Knowledge of Civics;
 - (G) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (H) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (I) TEC, §29.907--Celebrate Freedom Week;
 - (J) TEC, §29.9071--Texas Military Heroes Day; and
 - (K) TEC, §29.9072--Holocaust Remembrance Week.
- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.

- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (d) Knowledge and skills.
- (1) Origins and Civilizations. The student understands the origins of humanity and the history of ancient civilizations. The student is expected to:
- (A) identify characteristics of prehistory and history (H);
 - (B) describe impacts of the Neolithic Revolution (H, Geo/C, E);
 - (C) compare major characteristics of River Valley civilizations in Mesopotamia, Egypt, Indus Valley, China, and Mesoamerica (Geo/C); and
 - (D) define primary and secondary sources and geographic tools used by historians (S).
- (2) Classical World and Foundational Ideas. The student understands roots of Western civilization in ancient Israel. The student is expected to:
- (A) describe the historical development of ancient Israel, including the roots of Judaism, the Exodus story, and the Decalogue, and the establishment of the kingdoms of Israel and Judah (H, G/Civ, Geo/C, E); and
 - (B) identify the contributions of ancient Hebrews, including monotheism, biblical text, moral and ethical teachings, which influenced the development of Western civilizations, including the United States (H, G/Civ, Geo/C).
- (3) Classical World and Foundational Ideas. The student understands roots of Western civilization in ancient Greece. The student is expected to:
- (A) explain how the physical geography of Greece influenced the development of Greek civilizations, including the Greek city-states (H, G/Civ, Geo/C, E);
 - (B) compare the foundational role of Athens and Sparta in the development of Western political thought, including government and democratic processes (H, G/Civ);
 - (C) describe the establishment of the Athenian empire as a result of the Persian War, including the battles of Marathon and Salamis (H);
 - (D) describe the role the Spartans played in the Persian War in the Battle of Thermopylae (H);
 - (E) describe the Athenian and Spartan conflict known as the Peloponnesian War and how it led to the downfall of the Athenian empire (H);
 - (F) explain how Alexander the Great's conquest led spread Hellenistic culture, including language (H);
 - (G) describe important contributions of Greek civilizations, including philosophy, science, mathematics, government, the arts, architecture, and history, to Western civilizations and the United States (H, G/Civ, Geo/C, S); and
 - (H) contrast ancient Greek political systems, including Athens and Sparta (H, G/Civ, Geo/C, S).
- (4) Classical World and Foundational Ideas. The student understands roots of Western civilization in ancient Rome. The student is expected to:
- (A) describe the development of Roman, including the downfall of kings and the rise of the republic (H, G/Civ, Geo/C, E, S);
 - (B) explain the course of the Roman Empire, including the Punic Wars, civil wars, and Imperial Rome (H, G/Civ, Geo/C, E, S);

- (C) assess the contributions of the Romans, including republicanism, Roman law, architecture, and transmission of Greek culture and arts, to Western civilizations and the United States (G/Civ, Geo/C); and
- (D) explain the idea of self-governance found in ancient Roman texts which influenced the United States, including the inspiration of Cincinnatus to Washington, the structure of a republican government, and the influence of Cicero on the American founders (H, S).
- (5) Classical World and Foundational Ideas. The student understands roots of Western civilization in Christianity. The student is expected to:
 - (A) describe the origins of Christianity, foundational beliefs from the Old and New Testaments, including the influence on morality in the West, and early growth of Christianity (H, Geo/C);
 - (B) describe the persecution of Christians in the Roman empire beginning with Nero and explain the effect of the legalization of Christianity, including The Edict of Milan, the debates in the First Council of Nicaea, and The Nicene Creed (H, G/Civ, Geo/C, S); and
 - (C) identify the contributions of Christianity to Western civilization and early America, including the Christianization of the Roman Empire, including the universality of human dignity (H, G/Civ, Geo/C, E, S).
- (6) Classical World and Foundational Ideas. The student understands ancient Indian civilization. The student is expected to:
 - (A) describe significant beliefs of Hinduism found in central religious texts, including the Vedas and Upanishads (Geo/C);
 - (B) describe significant beliefs of Buddhism, including the Four Noble Truths and the Eightfold Path (Geo/C); and
 - (C) explain important aspects of Indian history, including monsoon agriculture, Maurya and Gupta empires, and Indian mathematics (H, G/Civ, Geo/C, E, S).
- (7) Classical World and Foundational Ideas. The student understands ancient Chinese civilization. The student is expected to:
 - (A) describe significant beliefs of Confucianism, including teachings found in the Analects (Geo/C);
 - (B) identify Qin, Han, and Tang dynasties in China on maps (Geo/C, S);
 - (C) describe the diffusion of Buddhism, including trade along the Silk Road (Geo/C); and
 - (D) explain how the compass, gunpowder, and printing transformed societies (H, Geo/C, E).
- (8) Faith, Empires, and Medieval Transformations. The student understands the Early Middle Ages from 476-1000. The student is expected to:
 - (A) explain the contributions of the Byzantine Empire, including the preservation of ancient Greek and Roman texts, The Code of Justinian, and Hagia Sophia (H, G/Civ, Geo/C);
 - (B) describe the influence of Christianity in medieval society, including monasticism, missionary activity, hospitals, and orphanages (H, Geo/C);
 - (C) describe developments in the Latin West, including Christian and Islamic conflicts, the rise of the Holy Roman Empire, and the Viking Era (H, G/Civ, Geo/C, E);
 - (D) explain the significant beliefs of Islam in central religious texts, including the Qur'an (Geo/C);
 - (E) describe the reasons for the expansion of Islam and name contributions, including algebra and astronomy (H, G/Civ, Geo/C, E); and

- (F) explain the interactions of Islam with Europe in the Middle Ages, including the Battle of the Tours (H, S).
- (9) Faith, Empires, and Medieval Transformations. The student understands the High Middle Ages from 1000-1300. The student is expected to:
- (A) describe the developments of Medieval Europe, including the rise of feudalism and the Norman Conquest (H, G/Civ, Geo/C, E);
 - (B) describe conflicts involving Europe, including The Reconquista and the Crusades (H);
 - (C) explain developments of Western civilization, including The Great Schism of 1054, Roman and canon law, Romanesque and Gothic architecture, and the creation of universities (H, G/Civ, Geo/C);
 - (D) describe developments, including windmills, watermills, armored knights, and crossbows (H, G/Civ, Geo/C, E); and
 - (E) compare European and Japanese feudalism, including knights and samurai (H, G/Civ, Geo/C, E, S).
- (10) Faith, Empires, and Medieval Transformations. The student understands the Late Middle Ages from 1300-1450. The student is expected to:
- (A) analyze developments in medieval English legal history, including common law, Parliament, habeas corpus, and private property rights, and the influence on Western civilization and the United States (H, G/Civ, S);
 - (B) describe social developments, including Babylonian Captivity and Black Death, military developments during the Hundred Years' War, including disciplined infantry, gunpowder, and cannon (H, G/Civ, Geo/C, E, S);
 - (C) explain the decline of Byzantium in the 14th and 15th centuries, including the rise of the Ottoman Empire and Islamic slave trade and the capture of Constantinople in 1453 (H, G/Civ, Geo/C, E); and
 - (D) analyze the influence of the Magna Carta on Western civilization, including the rights of citizens (H, G/Civ, Geo/C, S).
- (11) Faith, Empires, and Medieval Transformations. The student understands Indian and Chinese civilizations from 1000-1700. The student is expected to:
- (A) describe key aspects of Indian history, including the Mughal Empire and Indo-Persian culture (H, G/Civ, Geo/C);
 - (B) describe cultural developments, including the Song Dynasty and Neo-Confucianism, and economic developments, including printed money and the Silk Road, in Chinese history (H, G/Civ, Geo/C, E); and
 - (C) describe how the Mongol Conquest unified China (H, G/Civ, Geo/C, E).
- (12) Renaissance to Global Interaction. Renaissance and the Reformation. The student understands the influence of the Renaissance on Western civilization. The student is expected to:
- (A) identify characteristics in the development of the Renaissance through the arts, architecture, and The Gutenberg Press, and explain how this led to the expansion of knowledge (H, Geo/C);
 - (B) identify the origins of the Protestant Reformation, including the 95 Theses, and effects of the Protestant Reformation, including the Catholic Counter Reformation (H, Geo/C, S);
 - (C) describe how the conflict between Protestant and Catholics weakened the influence of the Catholic church, including The Great Peasants' War, The French Wars of Religion, and the Thirty Years War (H, G/Civ, Geo/C, E, S); and

- (D) identify Renaissance elements in art, including The Duomo, The Mona Lisa, The Pieta, and The School of Athens using pictures (H, G/Civ, Geo/C, E, S).
- (13) Renaissance to Global Interaction. The student understands the Scientific Revolution and Enlightenment. The student is expected to:
- (A) describe innovations of the Scientific Revolution, including the heliocentric model, laws of motion and gravitation, the scientific method, and calculus (H, Geo/C); and
- (B) explain key ideas and philosophies of the Enlightenment, including primacy of reason over superstition, natural rights, and describe the impact on political thoughts (H, G/Civ, Geo/C, E).
- (14) Renaissance to Global Interaction. The student understands political developments in Europe from 1500-1800. The student is expected to:
- (A) describe the consolidation of nation-states ruled by European monarchs (H, G/Civ, Geo/C, E);
- (B) compare the rise of the Russian Empire to other European monarchies, including Westernization (H, G/Civ, Geo/C, E); and
- (C) describe the causes, key events, and consequences of the rise of English liberty, including the English Civil War, Glorious Revolution, and English Bill of Rights which later influenced the United States (H, G/Civ, Geo/C, S).
- (15) American Civilizations and European Conflicts. The student understands Pre-Columbian civilizations and empires in the Americas. The student is expected to:
- (A) identify key political, economic, and cultural aspects of Mesoamerican civilizations from 1300-1520, including Aztec, Incan, and Taíno (H, G/Civ, Geo/C, E, S); and
- (B) analyze the impact of geography on Pre-Columbian civilizations (H, Geo/C, E, S).
- (16) American Civilizations and European Conflicts. The student understands European expansion from 1500-1800. The student is expected to:
- (A) compare the causes of European exploration of the Americas by Spain, England, France, and Portugal (H, G/Civ, Geo/C, E);
- (B) locate and describe European expansion in the Americas, including the North American colonies (Geo/C, E, S);
- (C) compare the effects of European expansion of empires in the Americas, including imperial competition over land and resources, conflicts with native peoples, and mixing of cultures (H, G/Civ, Geo/C, E, S);
- (D) describe the causes and effects of slavery in the Americas, including the Atlantic Slave Trade (H, G/Civ, Geo/C, E); and
- (E) describe indentured servitude and slavery as practiced in the Americas by American Indians and Europeans (H, G/Civ, Geo/C, E).
- (17) Revolution, Industry, Empire, and the Rise of Liberty. The student understands revolution, industry, empire, and the rise of liberty. The student is expected to:
- (A) describe how the ideals of the Enlightenment were used to justify American Independence, the French Revolution, and Latin American independence movements (H, G/Civ, Geo/C, E, S);
- (B) explain the events of the French Revolution, including the storming of the Bastille, the dissolution of the Catholic Church, and the execution of Louis XIV (H, G/Civ, Geo/C, E);

- (C) explain the Napoleonic Wars and the effects of the Napoleonic Wars on the Americas, including the United States, Haiti, and Mexico (H, G/Civ, Geo/C, E); and
 - (D) explain how the universality of natural rights expressed in the Declaration of Independence contrasted with the French Revolution's periods of disregard for the rights and dignity of the individual, including political violence during the Reign of Terror and the rise of Napoleon (H, G/Civ, E, S).
- (18) Revolution, Industry, Empire, and the Rise of Liberty. The student understands the Industrial Revolution and social, economic, and political change from 1800-1914. The student is expected to:
- (A) explain the development of the Industrial Revolution, including factories, new energy sources, urbanization, and the ideals of free enterprise economics (H, G/Civ, Geo/C, E);
 - (B) explain free enterprise ideals, including division of labor, the Invisible Hand, and self-interest (H, G/Civ, Geo/C, E, S);
 - (C) explain the foundation of communist and socialist ideology in The Communist Manifesto, including class struggle, the bourgeois and the proletariat, and the abolition of private property (H, G/Civ, Geo/C, E, S); and
 - (D) compare the ideology of communism to the United States's founding principles of individual rights, merit-based advancement, and free enterprise (G/Civ, Geo/C, E, S).
- (19) Revolution, Industry, Empire, and the Rise of Liberty. The student understands changing political and cultural characteristics of 19th century Europe. The student is expected to:
- (A) describe political changes in 19th century England, including suffrage reform and democratization (H, G/Civ, Geo/C, S);
 - (B) describe and analyze 19th century France, including cycles between empire and republics (H, G/Civ, S);
 - (C) explain the causes and consequences of the unifications of Italy and Germany (H, G/Civ, Geo/C);
 - (D) explain the causes and consequences of Russia's partially successful 19th century reforms, including serf emancipation in 1861 and revolutionary movements (H, G/Civ, Geo/C, E); and
 - (E) describe and analyze changing European culture and religion in the 19th century, including nationalism, Romanticism, secularism, and the Catholic response to Liberalism (H, G/Civ, Geo/C, S).
- (20) Revolution, Industry, Empire, and the Rise of Liberty. The student understands European imperial expansion. The student is expected to:
- (A) explain 19th century developments in Latin America, including the Napoleonic invasion of Spain and Independence of the Latin American republics (H, G/Civ, Geo/C, E);
 - (B) explain the height of British imperialism, including the British Commonwealth and Apogee of British Raj (H, G/Civ, Geo/C, E);
 - (C) locate and describe imperial expansion in 19th-century Asia and Oceania (H, G/Civ, Geo/C, E, S);
 - (D) explain the causes and effects of imperial expansion in 19th-century Africa, including the Berlin Conference (H, G/Civ, Geo/C, E); and
 - (E) analyze political cartoons dealing with 19th-century imperialism, emphasizing point of view in relation to cultural perspectives, including Scramble for Africa and Sphere of Influence (H, G/Civ, Geo/C, E, S).

- (21) World Wars and Global Crisis. The student understands World War I (WWI). The student is expected to:
- (A) explain the causes of WWI, including imperial competition, alliances, nationalism, and militarism (H, G/Civ, E, S);
 - (B) identify and describe events and innovations of WWI, including key battles, types of warfare, and medical advancements (H, G/Civ, Geo/C, E, S);
 - (C) explain results of WWI, including the Treaty of Versailles, Sykes-Picot Agreement, changes in territory, and Remembrance days (H, G/Civ, Geo/C, E, S);
 - (D) explain the causes and consequences of the Russian Revolution, including the Bolshevik elimination of the monarchy (H, G/Civ, Geo/C, E); and
 - (E) use maps to explain territorial changes because of WWI, including Europe, the Middle East, and Africa (H, G/Civ, Geo/C, S).
- (22) World Wars and Global Crisis. The student understands the interwar global crisis in Western Europe. The student is expected to:
- (A) compare the global depression of the 1930s in the United States and Germany, including how economic hardship led to the New Deal in the United States while instability stemming from World War I led to the rise of the Nazi Party in Germany (H, G/Civ, Geo/C, E, S);
 - (B) compare the rise of authoritarianism and totalitarianism, including fascism and Nazism (H, G/Civ, Geo/C, E, S);
 - (C) describe actions of the Soviet Union to 1945, including collectivization, the Holodomor, and Stalin's Great Terror (H, G/Civ, Geo/C, E); and
 - (D) describe how fascism, Nazism, and communism used propaganda, public shaming, censorship, and forced conformity to maintain control (H, G/Civ, Geo/C, E, S).
- (23) World Wars and Global Crisis. The student understands India and China from 1900-1945. The student is expected to:
- (A) describe characteristics of Indian nationalism, including the Congress Party and All-India Muslim League (H, G/Civ, Geo/C); and
 - (B) explain the conflict in China between Nationalists and the Chinese Communist Party and consequences of the conflict (H, G/Civ, Geo/C, E).
- (24) World Wars and Global Crisis. The student understands World War II (WWII). The student is expected to:
- (A) explain the causes of WWII, including unresolved issues from the Treaty of Versailles, the rise of totalitarian regimes, and economic depression, and the specific causes for the U.S. entry into the war (H, G/Civ, Geo/C, E);
 - (B) identify and describe events and innovations of WWII, including key battles, types of warfare, and medical advancements (H, G/Civ, Geo/C);
 - (C) explain the causes and consequences of the Holocaust, including Nazi genocide of the Jews and the creation of the modern state of Israel (H, G/Civ, Geo/C); and
 - (D) analyze WWII propaganda, including images, media, and song lyrics, to evaluate perspective, reliability, and utility (H, G/Civ, Geo/C, E, S).
- (25) The Cold War, Decolonization, and Global Institutions. The student understands Europe from 1945-1991. The student is expected to:
- (A) describe key events of the Cold War, including the Iron Curtain, the proxy wars, and the arms and space race (H, G/Civ, Geo/C);

- (B) describe Western Europe's postwar history, including the Truman Doctrine, the Marshall Plan, American-led free trade system, and the creation of international organizations, including the United Nations, North Atlantic Treaty Organization (NATO), and the European Union (H, G/Civ, Geo/C, E, S);
- (C) explain the key causes of the Soviet Union's decay, including glasnost and perestroika (H, G/Civ, Geo/C, E);
- (D) explain the final collapse of the Soviet empire after the fall of the Berlin Wall (H, G/Civ, Geo/C, E); and
- (E) contrast the outcomes of the Soviet Cold War with the United States, including views on the dignity of the individual to the state (H, G/Civ, Geo/C, E, S).
- (26) The Cold War, Decolonization, and Global Institutions. The student understands world events and developments from 1945-1991. The student is expected to:
 - (A) explain the history of the Communist Regime in China, including the Communist Revolution in 1949, the Great Leap Forward, mass famine, the Cultural Revolution, and labor camps (H, G/Civ, Geo/C, E);
 - (B) explain how the relationship between postwar Japan and the United States led to rapid technological and economic growth in Japan (H, G/Civ, Geo/C, E);
 - (C) explain the history of India and Pakistan, including the end of the British Raj and the Partition of India (H, G/Civ, Geo/C, E);
 - (D) explain the rise of communism through guerrilla warfare in Latin America, including Cuba and Nicaragua (H, G/Civ, Geo/C, E);
 - (E) explain the rise of communism in Southeast Asia and its consequences, including Vietnam and the Khmer Rouge in Cambodia (H, G/Civ, Geo/C, E); and
 - (F) explain the political developments in Africa, including decolonization and its consequences, and the fall of apartheid in South Africa (H, G/Civ, Geo/C, E).
- (27) Terrorism and Globalization. The student understands world history since the fall of the Soviet Union to 2016. The student is expected to:
 - (A) identify rise of world powers after the fall of the Soviet Union, including People's Republic of China and the Russian Federation, and their competition with the United States (H, G/Civ, Geo/C, E);
 - (B) explain developments in China and Russia since 1991, including Tiananmen Square Massacre, that contributed to their rivalry as a world power (H, G/Civ, Geo/C, E);
 - (C) explain the rise of radical Islam, including Iranian proxies, terrorism, Al Qaeda, September 11, 2001, and Islamic State of Iraq and Syria (ISIS) (H, G/Civ, Geo/C);
 - (D) explain America's response to the September 11, 2001, terrorist attack, including the wars in Iraq and Afghanistan, the Patriot Act, and the Department of Homeland Security (H, G/Civ, Geo/C, S); and
 - (E) analyze the impact of globalization since 1991, including the opening of new economic markets and the advent of the Internet (H, G/Civ, Geo/C, E, S).

§113.28. World Geography Studies (One Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.

- (1) In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial perspectives of geography. Students describe the influence of geography on events of the past and present. The course includes nine geographic regions that are examined through several thematic lenses such as: the physical processes that shape patterns in the physical environment; the characteristics of major landforms and climates; population geography and human-environment interaction; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment.
- (A) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as contemporary and historic maps of various types, satellite-produced images, photographs, graphs, map sketches, and diagrams, is encouraged.
- (B) The course is structured around the application of two broadly applicable knowledge and skills statements that are applied to all regions, as appropriate. The first statement requires students to think like geographers by applying geographic tools and analytical skills to understand the world and interpret spatial patterns. The second statement builds on these skills by using geographic tools and reasoning to examine world regions through a comparative lens. Specific geographic content is embedded within the key topics for each of the nine regions.
- (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
- (A) students understand how to emulate the preservation of liberty as citizens who value the idea of virtue under the Constitution;
- (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution; and
- (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
- (A) History (World, United States, and Texas), coded with H;
- (B) Government and Civics, coded with G/Civ;
- (C) Geography and Culture, coded with Geo/C;
- (D) Economics, coded with E; and
- (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.

- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (6) Student expectations embed relevant statutory requirements, including:
- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-2)(1)-(3) and (h-3)--Knowledge of Civics;
 - (G) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (H) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (I) TEC, §29.907--Celebrate Freedom Week;
 - (J) TEC, §29.9071--Texas Military Heroes Day; and
 - (K) TEC, §29.9072--Holocaust Remembrance Week.
- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (d) Knowledge and skills.
- (1) Major Themes in World Geography. The student applies geographic thinking skills to think like a geographer. The student is expected to:
- (A) explain the historical development of geographic tools, including reference maps, thematic maps, and map projections (H, Geo/C);
 - (B) explain how reference and thematic maps reflect choices, limitations, and biases in geographic representation, including distortions introduced by the Mercator projections (H, Geo/C);

- (C) use geography tools to analyze geographic relationships, including cartography; Geographic Information Systems (GIS); Global Positioning Systems (GPS); and data visualizations (Geo/C, S);
 - (D) develop and use mental maps to understand relative location, spatial patterns, processes, and relationships at various scales (Geo/C, S); and
 - (E) explain the purposes of regionalization (Geo/C).
- (2) Major Themes in World Geography. The student uses geographic thinking skills to compare regions. The student is expected to:
- (A) interpret demographic data, including birth and death rates, fertility, life expectancy and population density patterns, to understand population characteristics (Geo/C, S);
 - (B) use the demographic transition model, population pyramids, and dependency ratios to predict future population trends of different societies (Geo/C, S);
 - (C) compare how people depend on, adapt to, and modify their environment using geography tools (Geo/C, S);
 - (D) compare levels of development and standard of living in a variety of places using Gross Domestic Product (GDP) and literacy rates (Geo/C, S);
 - (E) define and describe the components of culture, including identity, language, faith-based systems, shared practices, material goods (Geo/C);
 - (F) describe central ideas of religions or philosophies, including Christianity, Judaism, Buddhism, Hinduism, Islam, Sikhism, Confucianism, and Daoism (Geo/C);
 - (G) compare government systems along the political spectrum between limited and unlimited systems, including democracy, dictatorship, monarchy, republic, theocracy, authoritarian, and totalitarian (G/Civ);
 - (H) describe how Earth–Sun relationships and elevation impact the spatial distribution of climates or biomes (Geo/C); and
 - (I) describe patterns of culture, including language, religion, land use, education, and customs (Geo/C).
- (3) United States and Canada, including Texas. The student understands the physical geography of the United States and Canada, including Texas. The student is expected to:
- (A) describe how Earth–Sun relationships impact weather conditions, including tornadoes and hurricanes (Geo/C); and
 - (B) identify major landforms, including the Rocky Mountains, Appalachian Mountains, Great Plains, Great Lakes, Rio Grande River, and Mississippi River (Geo/C).
- (4) United States and Canada, including Texas. The student understands population geography of the United States and Canada, including Texas. The student is expected to:
- (A) describe features, including coastlines, rivers, and highway systems, that influence the size and distribution of settlements (H, Geo/C); and
 - (B) analyze push and pull forces that affect human migration patterns, including the Texas oil boom, the Great Migration, and the Dust Bowl (H, Geo/C).
- (5) United States and Canada, including Texas. The student understands the human-environment interaction of the United States and Canada, including Texas. The student is expected to:
- (A) analyze the benefits and consequences of human-environment interactions, including commercial agriculture and use of natural resources (H, Geo/C);
 - (B) explain how places plan for, mitigate, and respond to natural hazards using seawalls, including the Galveston seawall (H, G/Civ, E); and

- (C) explain how places plan for, mitigate, and respond to natural hazards using the National Weather Service (H, G/Civ, E).
- (6) United States and Canada, including Texas. The student understands the economic geography of the United States and Canada, including Texas. The student is expected to:
 - (A) evaluate the economic advantages and disadvantages of globalization related to economic practices or systems, including outsourcing, free trade zones, and supply chains (G/Civ, E); and
 - (B) explain how climate, resources, infrastructure, and factors of production affect the spatial patterns of economic activities (Geo/C, E).
- (7) United States and Canada, including Texas. The student understands the cultural geography of the United States and Canada, including Texas. The student is expected to:
 - (A) explain cultural convergence and divergence caused by migration, trade, innovations, and diffusion (Geo/C, E); and
 - (B) analyze visual sources to identify components of cultural landscape, including architecture, land use, signage, public art, monuments, and place names (Geo/C).
- (8) United States and Canada, including Texas. The student understands the political geography of the United States and Canada, including Texas. The student is expected to:
 - (A) explain the role of international and internal boundaries of spatial organization of states, including control of territory and resources (Geo/C);
 - (B) explain the advantages and disadvantages of participation by sovereign states in international organizations, including the United Nations and the North Atlantic Treaty Organization (NATO) (G/Civ); and
 - (C) explain how political power is distributed at various scales through systems of governance, including federalism in the United States (G/Civ).
- (9) Latin America. The student understands the physical geography and human environment interaction of Latin America. The student is expected to:
 - (A) identify major landforms, including the Andes Mountains and the Amazon River Basin (Geo/C);
 - (B) analyze the benefits and consequences of human-environment interactions, including commercial agriculture, deforestation, and the use of natural resources (Geo/C, E); and
 - (C) describe how places in Latin America plan for, mitigate, and respond to natural hazards, including flooding and earthquakes (H, G/Civ, E).
- (10) Latin America. The student understands the population geography of Latin America. The student is expected to:
 - (A) describe how government policies influence the size and distribution of settlements in Latin America (G/Civ, Geo/C);
 - (B) describe how physical features, including mountains and rainforests, influence the size and distribution of settlements in Latin America (G/Civ, Geo/C);
 - (C) explain how the Incan Road system and chinampas influenced patterns of human settlement in Latin America (H, Geo/C); and
 - (D) analyze push and pull forces that affect human migration patterns, including economic and safety conditions (G/Civ, E).
- (11) Latin America. The student understands the political geography of Latin America. The student is expected to:

- (A) explain advantages and disadvantages of the participation by sovereign states in regional and international organizations, including the Organization of American States and the Inter-American Development Bank (G/Civ); and
 - (B) compare how political power is distributed in various countries, including Mexico, Cuba, and the United States (G/Civ).
- (12) Latin America. The student understands the cultural geography of Latin America. The student is expected to:
- (A) explain cultural convergence caused by innovations, including communication technology (Geo/C, E);
 - (B) explain cultural divergence within communities in Latin America, including the Nahuatl, Quechua, and Mayan (H, Geo/C); and
 - (C) analyze visual sources to identify components of cultural landscape, including Incan architecture, Meso-American pyramids, and favelas (H, Geo/C).
- (13) Sub-Saharan Africa. The student understands the physical geography and human environment interaction of Sub-Saharan Africa. The student is expected to:
- (A) describe how Earth–Sun relationships impact weather conditions in Sub-Saharan Africa, including wet and dry seasonality (Geo/C);
 - (B) identify major landforms and biomes, including the Congo River, the Sahel, and the Kalahari Desert, Mount Kilimanjaro, and the Great Rift Valley (Geo/C);
 - (C) analyze the benefits and consequences of human-environment interactions associated with agriculture, deforestation, and commercial mining (Geo/C, E); and
 - (D) describe how places plan for, mitigate, and respond to natural hazards, including flooding and drought (H, G/Civ, E).
- (14) Sub-Saharan Africa. The student understands the population geography of Sub-Saharan Africa. The student is expected to:
- (A) describe factors that influence the size and distribution of settlements, including industrial development, historical colonial infrastructure, and habitable land (H, Geo/C, G/Civ);
 - (B) analyze the causes and effects voluntary migration in Sub-Saharan Africa , including economic opportunities (H, Geo/C); and
 - (C) analyze the causes and effects of forced migration in Sub-Saharan Africa, including the Rwandan Genocide, conflict in the eastern Democratic Republic of the Congo, and conflict in Sudan (H, Geo/C).
- (15) Sub-Saharan Africa. The student understands the economic and political geography of Sub-Saharan Africa. The student is expected to:
- (A) analyze the shift from primary or secondary economic activities to tertiary or quaternary economic activities in Sub-Saharan Africa (H, E);
 - (B) explain advantages and disadvantages of the participation by sovereign states, in the African Union, The Economic Community of West African States, and the Southern African Development Community (G/Civ, E); and
 - (C) compare how political power is distributed in various Sub-Saharan countries (H, G/Civ).
- (16) Sub-Saharan Africa. The student understands the cultural geography of Sub-Saharan Africa. The student is expected to:
- (A) explain cultural convergence in Sub-Saharan Africa, including religious syncretism and the Swahili language (H, Geo/C);

- (B) explain the cultural divergence caused by colonial borders in Sub-Saharan Africa (H, Geo/C); and
 - (C) analyze visual sources to identify components of cultural landscape, including architecture and place names in Sub-Saharan Africa (H, Geo/C).
- (17) Southwest Asia and North Africa. The student understands the physical geography and human environment interaction of Southwest Asia and North Africa. The student is expected to:
- (A) describe how Earth–Sun relationships impact weather conditions in Southwest Asia or North Africa, including extreme heat and haboobs (Geo/C);
 - (B) identify major landforms, including the Sahara Desert, the Nile River, the Red Sea, the Arabian Desert, and the Persian Gulf (Geo/C); and
 - (C) analyze the benefits and consequences of human-environment interactions in Southwest Asia or North Africa, including urban development, water management, and oil extraction (Geo/C, E).
- (18) Southwest Asia and North Africa. The student understands the population geography of Southwest Asia and North Africa. The student is expected to:
- (A) describe features, including water availability, historical trade routes, and religious significance, that influence the size and distribution of settlements in Southwest Asia or North Africa (H, G/Civ, Geo/C);
 - (B) analyze push or pull forces that affect human migration patterns, including economic opportunity, religion, and conflict, (G/Civ, E); and
 - (C) explain how physical geography affects the flows of human migration, including the Silk Road and Trans-Saharan Trade (H, Geo/C).
- (19) Southwest Asia and North Africa. The student understands the economic and political geography of Southwest Asia and North Africa. The student is expected to:
- (A) classify economic activities of Southwest Asia and North Africa as identify the primary, secondary, tertiary, or quaternary, including oil extraction, tourism, and technology (E);
 - (B) explain advantages and disadvantages of the participation by sovereign states in international organizations, including the Organization of Petroleum Exporting Countries and the Gulf Cooperation Council (G/Civ, E); and
 - (C) compare how political power is distributed in various Southwest Asia and North African countries, including Saudi Arabia and the United Arab Emirates (G/Civ).
- (20) Southwest Asia and North Africa. The student understands the cultural geography of Southwest Asia and North Africa. The student is expected to:
- (A) explain the cultural convergence in Southwest Asia or North Africa caused by trade, including technology, religion, and language (H, Geo/C);
 - (B) explain the cultural divergence caused by trade, including religion (H, Geo/C); and
 - (C) analyze visual sources to identify components of the cultural landscape, including religious architecture represented by the Burj Khalifa, the Pyramids of Giza, and the Hagia Sophia (H, Geo/C).
- (21) Central and South Asia. The student understands the physical geography and human environment interaction of Central and South Asia. The student is expected to:
- (A) describe how Earth–Sun relationships in Central or South Asia impact weather conditions, including monsoons and cyclones (Geo/C);
 - (B) identify major landforms, including the Himalayas, Caspian Sea, the Indus River, and the Ganges River (Geo/C); and

- (C) describe how places in Central or South Asia plan for, mitigate, and respond to natural hazards, including earthquakes and monsoons (G/Civ, E).
- (22) Central and South Asia. The student understands the population geography of Central and South Asia. The student is expected to:
- (A) explain how human and physical features, including being land-locked or having access to the maritime trade routes, influence the size and distribution of settlements in Central or South Asia (H, G/Civ, Geo/C);
- (B) analyze the growth of megacities, including Delhi, Dhaka, Mumbai, and Karachi (H, G/Civ, Geo/C); and
- (C) analyze push or pull forces that affect human migration patterns in Central or South Asia, including conflict, weather, and economic opportunity (E, G/Civ).
- (23) Central and South Asia. The student understands the economic and political geography of Central and South Asia. The student is expected to:
- (A) identify the primary, secondary, tertiary, or quaternary economic activities of Central or South Asia, including pharmaceutical manufacturing and information technology software development (E);
- (B) analyze the implications of globalization, including outsourcing to Central or South Asia (E);
- (C) explain the spatial organization of countries in Central or South Asia, including the international boundary between India and Pakistan (G/Civ, Geo/C); and
- (D) explain the role of human geography in territorial conflicts, including the USSR invasion of Afghanistan and the disputed territory of Kashmir (Geo/C).
- (24) Central and South Asia. The student understands the cultural geography of Central and South Asia. The student is expected to:
- (A) explain cultural convergence in Central and South Asia caused by war, including religious syncretism (H, Geo/C);
- (B) explain the cultural divergence caused by the caste system and religious composition in Central and South Asia (H, Geo/C); and
- (C) analyze visual sources to identify components of cultural landscape, including terraced farming, the Taj Mahal, and Hindu temples (H, Geo/C).
- (25) Southeast Asia and Oceania. The student understands the physical geography and human environment interaction of Southeast Asia and Oceania. The student is expected to:
- (A) describe how Earth-Sun relationships in Southeast Asia or Oceania impact weather conditions, including tropical storms and cyclones (Geo/C);
- (B) identify major landforms, including the Malay Archipelago, Australian Outback, the Great Barrier Reef, and the Ring of Fire (Geo/C);
- (C) describe how places in Southeast Asia or Oceania plan for, mitigate, and respond to natural hazards, including mangrove restoration and artificial reefs (Geo/C, G/Civ, E); and
- (D) describe the role of the Association of Southeast Asian Nations (ASEAN) and Pacific cooperations in planning for, mitigating and responding to natural hazards (G/Civ, E).
- (26) Southeast Asia and Oceania. The student understands the population geography of Southeast Asia and Oceania. The student is expected to explain how the topography influences the size and distribution of settlements and land use patterns, including terraced farming in Southeast Asia or Oceania (H, G/Civ, Geo/C).

- (27) Southeast Asia and Oceania. The student understands the economic and political geography of Southeast Asia and Oceania. The student is expected to:
- (A) identify the primary, secondary, tertiary, or quaternary economic activities of Southeast Asia or Oceania, including agriculture and tourism (E);
 - (B) analyze how political power is distributed in archipelagic states, including Indonesia and the Philippines (G/Civ, Geo/C); and
 - (C) describe causes and effects of modern genocides and terrorism, including the Cambodian genocide under Pol Pot and the Khmer Rouge (H, G/Civ).
- (28) Southeast Asia and Oceania. The student understands the cultural geography of Southeast Asia and Oceania. The student is expected to:
- (A) explain cultural convergence in Southeast Asia or Oceania caused by innovations, including maritime technologies and navigational techniques (H, Geo/C);
 - (B) explain the cultural divergence in Southeast Asia or Oceania caused by geographic isolation and colonial influence (H, Geo/C); and
 - (C) analyze visual sources to identify components of cultural landscape, including the rice terraces and the Sydney Opera House (H, Geo/C).
- (29) East Asia. The student understands the physical geography and human environment interaction of East Asia. The student is expected to:
- (A) describe how Earth-Sun relationships in East Asia impact weather conditions, including typhoons and tsunamis (Geo/C);
 - (B) identify major landforms, including the Gobi Desert, the Himalayas, the Tibetan Plateau, the Korean Peninsula, the Japanese Archipelago, and Mount Fuji (Geo/C); and
 - (C) describe how places in East Asia plan for, mitigate, and respond to natural hazards, including earthquakes (Geo/C, G/Civ, E).
- (30) East Asia. The student understands the population geography of East Asia. The student is expected to:
- (A) describe human or physical features that influence the size and distribution of settlements in East Asia, including arable land and the high-speed rail (H, G/Civ, Geo/C);
 - (B) analyze push or pull forces that affect human migration patterns in East Asia, including oppression experienced by people living under communist regimes in North Korea and economic opportunity (H, G/Civ, E);
 - (C) compare how East Asian countries recognize population trends, allocate resources, and determine infrastructure needs (G/Div, E); and
 - (D) describe the development of family planning policies in East Asia (G/Civ, E).
- (31) East Asia. The student understands the economic and political geography of East Asia. The student is expected to:
- (A) identify the primary, secondary, tertiary, or quaternary economic activities of East Asia, including automobile and technology manufacturing (E);
 - (B) analyze the implications of globalization in East Asia, including supply chains (E); and
 - (C) explain the role of physical and human geography in territorial conflicts, including the disputes over territorial claims in the South China Sea (G/Civ, Geo/C).
- (32) East Asia. The student understands the cultural geography of East Asia. The student is expected to:

- (A) explain cultural convergence in East Asia caused by trade, including the core tenets of Confucianism and the Hanzi Writing System (H, Geo/C);
 - (B) explain the cultural divergence caused by differing political systems, including differences between China and Taiwan and differences between North and South Korea (H, G/Civ, Geo/C); and
 - (C) analyze visual sources to identify components of cultural landscape, including the Great Wall of China, the Forbidden City, and cityscapes (H, Geo/C).
- (33) Russia and the Republics. The student understands the physical geography and human environment interaction of Russia and the Republics. The student is expected to:
- (A) identify major landforms or biomes, including the Siberian tundra, the Nomadic Steppe, Ural Mountains, Lake Baikal, West Siberian Plain, and the Volga River (Geo/C); and
 - (B) analyze the benefits or consequences of human-environment interactions in case studies, including hydroelectric power, permafrost adaptation, the Aral Sea crisis, and the Chernobyl Nuclear Disaster (H, Geo/C).
- (34) Russia and the Republics. The student understands the population geography of Russia and the Republics. The student is expected to:
- (A) describe features that influence the size and distribution of settlements in Russia or the Republics, including government policies and inhospitable climate (G/Civ, Geo/C);
 - (B) explain the effects of innovation on patterns of human settlement in Russia or the Republics, including the Trans-Siberian Railroad and pylon construction in permafrost zones (H, Geo/C);
 - (C) analyze push or pull forces that affect human migration patterns, including economic stagnation and opportunities (G/Civ, E); and
 - (D) explain how international and internal boundaries shape the spatial organization of Russia and its republics through territorial and resource control (Geo/C).
- (35) Russia and the Republics. The student understands the economic and political geography of Russia and the Republics. The student is expected to:
- (A) compare primary, secondary, tertiary, or quaternary economic activities, including military development and defense manufacturing, in Russia or the Republics with those in the United States, (H, G/Civ, E); and
 - (B) explain advantages and disadvantages of participation by sovereign states in regional organizations, including the Commonwealth of Independent States (CIS), the Collective Security Treaty Organization (CSTO), and political tensions within the region (G/Civ).
- (36) Russia and the Republics. The student understands the cultural geography of Russia and the Republics. The student is expected to:
- (A) explain cultural convergence caused by war, including shared Soviet era experiences and Cold War history (H, Geo/C); and
 - (B) analyze visual sources to identify components of cultural landscape, including the Kremlin, Red Square, St. Basil's Cathedral, and Moscow City (H, Geo/C).
- (37) Europe. The student understands the physical geography and human environment interaction of Europe. The student is expected to:
- (A) identify major landforms, including the Alps, the Scottish Highlands, The Pyrenees, the Rhine River, The Danube River, Norwegian Fiords, and the Greek Archipelago (Geo/C); and

- (B) analyze the benefits and consequences of human-environment interactions in case studies, including commercial agriculture, the polder system, hydroelectric dams, and acid rain (E, Geo/C).
- (38) Europe. The student understands the population geography of Europe. The student is expected to:
 - (A) describe features, including industrial corridors and access to major rivers, that influence the size and distribution of settlements in Europe (G/Civ, Geo/C);
 - (B) explain the effects of innovation on patterns of human settlement, including the Channel Tunnel and high-speed rail networks (H, Geo/C); and
 - (C) analyze push or pull forces that affect human migration patterns in Europe, including the high cost of urban living, the availability of high-speed rail transportation, and economic opportunities (G/Civ, E).
- (39) Europe. The student understands the economic and political geography of Europe. The student is expected to:
 - (A) identify the primary, secondary, tertiary, or quaternary economic activities of Europe, including tourism and high-tech manufacturing (E); and
 - (B) explain the advantages and disadvantages of the participation by European sovereign states in the North Atlantic Treaty Organization (NATO) and the European Union (G/Civ).
- (40) Europe. The student understands the cultural geography of Europe. The student is expected to:
 - (A) explain cultural convergence caused by migration and trade, including political or economic integration brought about by the European Union (Geo/C, E);
 - (B) explain the cultural divergence in Europe, including linguistic sovereignty (H, Geo/C); and
 - (C) analyze visual sources of Europe to identify components of cultural landscape, including architecture, land use, signage, public art, monuments, and place names (Geo/C).

§113.29. Foundations of Economics (One Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2026-2027 school year.
- (b) General requirements. This course is recommended for students in Grades 11 and 12. Students shall be awarded one credit for successful completion of this course. Students may not be awarded credit for both this course and the Economics with Emphasis on the Free Enterprise System and Its Benefits course adopted under this subchapter.
- (c) Introduction.
 - (1) Foundations of Economics is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. Beginning with the history of economic thought, the focus is on microeconomic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the macroeconomic concepts of specialization and trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues.

- (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
- (A) students understand how to emulate the preservation of liberty as citizens who value the idea of virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution; and
 - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
- (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (6) Student expectations embed relevant statutory requirements, including:
- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-2)(1)-(3) and (h-3)--Knowledge of Civics;
 - (G) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (H) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (I) TEC, §29.907--Celebrate Freedom Week;

(J) TEC, §29.9071--Texas Military Heroes Day; and

(K) TEC, §29.9072--Holocaust Remembrance Week.

(7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

(8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.

(9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(d) Knowledge and skills.

(1) History of Economic Thought. The student understands economics. The student is expected to:

(A) define economics (E); and

(B) identify the relationship between virtue, character, and individual economic endeavors in historical and religious texts, including the Torah and the Old Testament (H, E, S).

(2) History of Economic Thought. The student understands the economics of mercantilism and economic nationalism. The student is expected to compare mercantilism and economic nationalism using primary and secondary sources (H, G/Civ, E, S).

(3) History of Economic Thought. The student understands classical economics. The student is expected to:

(A) describe classical economics (E);

(B) summarize the economic theories of Adam Smith using primary and secondary sources (H, G/Civ, E, S);

(C) summarize the economic theories of Alexis de Tocqueville by using excerpts from Democracy in America (H, G/Civ, E, S); and

(D) interpret the relationship between virtue, character, and individual economic endeavors in classical economics (H, G/Civ, E, S).

(4) History of Economic Thought. The student understands the economics of socialism and communism. The student is expected to:

(A) describe and compare socialism and communism (E, S);

(B) summarize the economic theories of Karl Marx using primary and secondary sources (H, G/Civ, E, S);

(C) summarize the economic theories of Friedrich Engels using primary and secondary sources (H, G/Civ, E, S); and

(D) contrast virtue, character, and individual economic endeavors central to the American free enterprise system with socialism and communism (H, G/Civ, E, S).

- (5) History of Economic Thought. The student understands neoclassical economics. The student is expected to:
- (A) describe neoclassical economics (E);
 - (B) summarize the economic theories of Friedrich Hayek using primary and secondary sources (H, G/Civ, E, S);
 - (C) summarize the economic theories of Milton Friedman by using primary and secondary sources (H, G/Civ, E, S); and
 - (D) interpret the relationship between virtue, character, and individual economic endeavors in neoclassical economics (H, G/Civ, E, S).
- (6) History of Economic Thought. The student understands similarities and differences between key economic theories. The student is expected to compare the theories of leading classical, socialist, communist, and neoclassical economists using primary and secondary sources (H, E, S).
- (7) History of Economic Thought. The student understands economic and political freedom. The student is expected to analyze the relationship between economic and political freedom using primary and secondary sources (H, G/Civ, E, S).
- (8) Scarcity and Opportunity Cost (Micro). The student understands the role of capital in the production of goods and services. The student is expected to:
- (A) explain the four factors of production, including land, labor, capital, and entrepreneurs (E);
 - (B) explain types of capital, including physical capital and human capital (E);
 - (C) explain how the types of capital can produce goods and services (E, S);
 - (D) define types of goods as durable, non-durable, consumer, and capital (E); and
 - (E) define services (E).
- (9) Scarcity and Opportunity Cost (Micro). The student understands opportunity in economics. The student is expected to:
- (A) define economic opportunity (E); and
 - (B) explain scarcity in terms of opportunity cost (E).
- (10) Scarcity and Opportunity Cost (Micro). The student understands the role of producers and consumers in scarcity and opportunity costs. The student is expected to:
- (A) determine the choices that involve opportunity cost and tradeoffs (E, S);
 - (B) model the choices that involve opportunity cost and tradeoffs (E, S);
 - (C) describe John Stuart Mill's conception of marginal analysis (E);
 - (D) analyze how geographic relationships lead to the choices made by societies when they confront the condition of scarcity, using maps and graphs (Geo/C, E, S);
 - (E) determine ways societies answer the fundamental economic questions of what to produce (G/Civ, E, S);
 - (F) determine ways societies answer the fundamental economic question of how to produce (G/Civ, E, S); and
 - (G) determine ways societies answer the fundamental economic question of for whom to produce (G/Civ, E, S).
- (11) Scarcity and Opportunity Cost (Micro). The student understands interest rates. The student is expected to:
- (A) define interest rates (E); and

- (B) evaluate the impact of charging interest on scarcity and opportunity costs (G/Civ, E, S).
- (12) Scarcity and Opportunity Cost (Micro). The student understands the production possibilities curve. The student is expected to:
- (A) explain how the production possibilities curve illustrates inefficiency, full use of resources, and unattainable economic conditions (E);
- (B) identify the factors that shift the production possibilities curve (E, S); and
- (C) create a production possibilities curve to analyze the condition of scarcity and opportunity costs (E, S).
- (13) Supply, Demand and Markets (Micro). The student understands the principles of supply and demand. The student is expected to:
- (A) define the laws of supply and demand (E);
- (B) identify the determinants of supply and demand (E);
- (C) graph supply and demand to illustrate movement along the curve (G/Civ, E, S); and
- (D) analyze economic data using supply and demand graphs (G/Civ, E, S).
- (14) Supply, Demand and Markets (Micro). The student understands Say's Law. The student is expected to define Say's Law (Jean-Baptiste Say) (E).
- (15) Supply, Demand and Markets (Micro). The student understands the role of buyers and sellers. The student is expected to:
- (A) explain the role of buyers and sellers in markets (E);
- (B) graph equilibrium price using a supply and demand model (E);
- (C) analyze economic data to determine changes in equilibrium price (E, S); and
- (D) explain the circular flow model (E).
- (16) Supply, Demand and Markets (Micro). The student understands prices. The student is expected to:
- (A) determine the relationship between relative scarcity and prices (E, S);
- (B) interpret price floors through the analysis of a supply and demand graph (E, S);
- (C) interpret price ceilings through the analysis of a supply and demand graph (E, S);
- (D) interpret surplus through the analysis of a supply and demand graph (E, S);
- (E) interpret shortage through the analysis of a supply and demand graph (E, S); and
- (F) explain price elasticity (E).
- (17) Supply, Demand and Markets (Micro). The student understands profit. The student is expected to define profit in the market economy (G/Civ, E).
- (18) Supply, Demand and Markets (Micro). The student understands business structures. The student is expected to:
- (A) describe economic institutions in market economies (G/Civ, E);
- (B) describe monopoly (E);
- (C) describe oligopoly (E);
- (D) describe pure competition (E);
- (E) describe market process (E);
- (F) describe competition (E); and

- (G) apply research methods to synthesize information about business structures in market economies using a variety of sources (G/Civ, E, S).
- (19) Decision and Game Theory (Micro). The student understands the fundamentals of the theory of the firm. The student is expected to:
- (A) define the theory of the firm (E); and
 - (B) define and apply the law of diminishing returns (E).
- (20) Decision and Game Theory (Micro). The student understands the fundamentals of game theory. The student is expected to:
- (A) describe how firms make decisions using game theory (E, S);
 - (B) describe short-run one-off game (E);
 - (C) describe prisoner's dilemma game (E); and
 - (D) describe long-run games (E).
- (21) Microeconomics of Public Policy (Micro). The student understands public goods and services. The student is expected to:
- (A) identify public goods and services (E); and
 - (B) evaluate how and why individuals make choices regarding their use of public goods and services (G/Civ, E, S).
- (22) Microeconomics of Public Policy (Micro). The student understands competition in microeconomics. The student is expected to describe the purpose of laws and regulations adopted in the United States to promote competition among firms (G/Civ, E, S).
- (23) Microeconomics of Public Policy (Micro). The student understands government controls in microeconomics. The student is expected to evaluate the impact of government wage and price controls on individuals and firms (G/Civ, E, S).
- (24) Microeconomics of Public Policy (Micro). The student understands the moral hazard problem. The student is expected to explain the moral hazard problem in public policy (G/Civ, E).
- (25) Microeconomics of Public Policy (Micro). The student understands natural monopolies. The student is expected to analyze how geographic factors contribute to natural monopolies (Geo/C, E, S).
- (26) Microeconomics of Public Policy (Micro). The student understands types of taxation. The student is expected to:
- (A) explain examples of sales tax (G/Civ, E);
 - (B) explain income tax (G/Civ, E);
 - (C) explain property tax (G/Civ, E);
 - (D) explain excise tax (G/Civ, E); and
 - (E) describe the economic impact of different types of taxation on consumers and firms (G/Civ, E).
- (27) Microeconomics of Public Policy (Micro). The student understands a subsidiary. The student is expected to describe the characteristics of the subsidiary (E).
- (28) Money and Monetary Policy (Macro). The student understands the functions and attributes of money. The student is expected to:
- (A) describe the basic functions of money (E);
 - (B) describe the attributes of money (E);

- (C) compare commodity money, representative money, and fiat money (E, S); and
- (D) determine the relationship between commodity, representative, and fiat monies and opportunity cost (E).
- (29) Money and Monetary Policy (Macro). The student understands the Federal Reserve System. The student is expected to:
 - (A) describe the purpose of the Federal Reserve System in setting monetary policy (G/Civ, E); and
 - (B) analyze how the Federal Reserve influences interest rates (G/Civ, E, S).
- (30) Money and Monetary Policy (Macro). The student understands price stability. The student is expected to:
 - (A) define price stability (E); and
 - (B) explain the role of the Federal Reserve in maintaining price stability (G/Civ, E).
- (31) Money and Monetary Policy (Macro). The student understands the concept of full employment. The student is expected to:
 - (A) define full employment (E); and
 - (B) explain the role of the Federal Reserve in maintaining full employment (G/Civ, E).
- (32) Money and Monetary Policy (Macro). The student understands monetary tools used by the Federal Reserve. The student is expected to:
 - (A) define money supply (E);
 - (B) analyze the effect of increases and decreases in the money supply on the economy using a variety of resources (G/Civ, E, S);
 - (C) describe monetary tools used by the Federal Reserve (G/Civ, E);
 - (D) interpret discount rates (G/Civ, E);
 - (E) interpret reserve requirements (G/Civ, E);
 - (F) explain fractional reserve banking (G/Civ, E); and
 - (G) explain the role of the Federal Reserve as the lender of last resort (G/Civ, E).
- (33) Money and Monetary Policy (Macro). The student understands differing modern approaches to monetary policy. The student is expected to:
 - (A) define limited reserves (E, S);
 - (B) define ample reserves (E, S);
 - (C) compare limited and ample reserves (E, S);
 - (D) evaluate the conditions under which limited and ample reserves are used in monetary policy (E, S);
 - (E) analyze the Chicago school of economics (monetarism) using primary and secondary sources (H, E, S); and
 - (F) analyze Austrian economics using primary and secondary sources (H, E, S).
- (34) Fiscal Policy (Macro). The student understands government fiscal policy in macroeconomics. The student is expected to:
 - (A) explain major revenue and expenditure categories (E); and
 - (B) explain the government's role in taxation (G/Civ, E).

- (35) Fiscal Policy (Macro). The student understands changes in federal spending and taxation. The student is expected to:
- (A) explain budget deficits and surpluses (G/Civ, E);
 - (B) distinguish between budget deficit and debt (G/Civ, E, S);
 - (C) analyze how budget deficits and surpluses influence the creation of fiscal policy (G/Civ, E, S); and
 - (D) analyze the impact of the national debt on fiscal policy by engaging in civil discourse using multiple perspectives (G/Civ, E, S).
- (36) Fiscal Policy (Macro). The student understands modern approaches to fiscal policy. The student is expected to:
- (A) analyze Keynesian economics using primary and secondary sources (H, E, S); and
 - (B) describe supply-side economics (E).
- (37) National Statistics and Economic Measurement (Macro). The student understands what measures are used to evaluate the economy. The student is expected to:
- (A) identify the components of Gross Domestic Product (GDP) (E, S);
 - (B) identify the determinants of aggregate supply and aggregate demand (E);
 - (C) interpret inflationary period, recessionary period, and equilibrium using the aggregate supply and aggregate demand graph (E, S);
 - (D) determine how changes in aggregate supply and aggregate demand impact the economy (E, S);
 - (E) identify the types of unemployment as structural, frictional, cyclical (E);
 - (F) describe how aggregate supply and aggregate demand affect unemployment and underemployment (E, S);
 - (G) describe inflation and its causes (E);
 - (H) determine the relationship between inflation and Purchasing Power Parity (PPP) (E, S); and
 - (I) explain imprecision in economic measurement (E).
- (38) National Statistics and Economic Measurement (Macro). The student understands the factors included in national statistics and economic measurement. The student is expected to explain the factors in the country's overall level of income, employment, and prices (G/Civ, E).
- (39) Business Cycle (Macro). The student understands the business cycle in macroeconomics. The student is expected to:
- (A) label the business cycle model (E, S);
 - (B) explain the factors in productivity increase (E);
 - (C) explain the factors in worker earnings (E);
 - (D) explain technological advances (E);
 - (E) explain entrepreneurship, entrepreneurial ventures and their effects (E);
 - (F) determine the relationship between calculated risk and the economy (E, S);
 - (G) determine the relationship between creative destruction and the economy (E, S);
 - (H) determine the relationship between centralized capital spending and the economy (G/Civ, E, S); and

- (I) determine the relationship between productivity and the economy (E, S).
- (40) Public Choice Theory (Macro). The student understands Public Choice Theory. The student is expected to:
 - (A) define public choice theory (G/Civ, E);
 - (B) apply economic principles to analyze government decision-making (G/Civ, E, S); and
 - (C) describe how government officials act as rational actors (G/Civ, E).
- (41) International Economics and the United States (Macro). The student understands the connection between international economics and the United States. The student is expected to:
 - (A) explain the concept of comparative advantage in trade (G/Civ, E, S);
 - (B) explain the advantages and consequences of trade (E, S);
 - (C) determine the effect of trade barriers on trade (G/Civ, E);
 - (D) define the balance of trade (E);
 - (E) evaluate labor productivity trends on trade (E, S); and
 - (F) evaluate the role of exchange rates on trade using economic data (E, S).
- (42) Benefits of the Free Enterprise System. The student understands voluntary exchange. The student is expected to:
 - (A) evaluate the role of voluntary exchange in free enterprise (E); and
 - (B) compare the way in which economic questions are answered by different economic systems, including traditional, market, command, and mixed (G/Civ, Geo/C, E, S).
- (43) Benefits of the Free Enterprise System. The student understands the benefits of the free enterprise system. The student is expected to:
 - (A) define the competitive nature of free enterprise (E);
 - (B) describe the effects of intellectual property protections (G/Civ, E, S);
 - (C) define consumer sovereignty (E);
 - (D) describe the effect of consumer sovereignty on free enterprise (G/Civ, E, S);
 - (E) evaluate the costs of government policies (G/Civ, E);
 - (F) compare central planning to the free enterprise system (G/Civ, E);
 - (G) compare the economic development of the United States, Japan, and India to the USSR and China focusing on free enterprise versus command economies (H, Geo/C, E, S);
 - (H) analyze patterns of continuity and change in free enterprise versus command economies to assess the impact of historical transformations of economies (H, Geo/C, E, S); and
 - (I) evaluate why governments use anti-trust policies, anti-fraud regulation, utility regulation, historical preservation, and public and non-excludable goods to override free markets (G/Civ, E, S).

§113.32. Psychology (One-Half Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. Students shall be awarded one-half credit for successful completion of this course.
- (c) Introduction.

- (1) Psychology, an elective course, introduces students to the scientific study of behavior and mental processes. Students explore the origins and development of psychology, including major modern psychological theories and philosophical foundations that have influenced the field. Students examine methods of psychological research and analyze how scientific inquiry is used to understand human behavior. Students gain insight into how individuals think, learn, and interact with the world through the study of the following topics: the biological basis of psychology; the five senses, perception, and cognition; human development, learning and intelligence; personality, motivation and emotion; and health and wellness of the mind.
- (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution; and
 - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (6) Student expectations embed relevant statutory requirements, including:
 - (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3)--Knowledge of Civics;

- (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-2)(1)-(3) and (h-3)--Knowledge of Civics;
 - (G) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (H) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (I) TEC, §29.907--Celebrate Freedom Week;
 - (J) TEC, §29.9071--Texas Military Heroes Day; and
 - (K) TEC, §29.9072--Holocaust Remembrance Week.
- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (d) Knowledge and skills.
- (1) Origins of Psychology and Major Modern Psychological Theories. The student understands the origins of psychology and major psychological theories. The student is expected to:
- (A) identify and compare the concept of the soul in ancient Scriptures, including the Hebrew Bible, the Egyptian Book of the Dead, the Vedas, and the Buddhist Pali Canon (H, Geo/C, S);
 - (B) identify the unique contributions of foundational psychology, including Ivan Pavlov, Wilhelm Wundt, Sigmund Freud, and William James, and their unique contributions (H);
 - (C) identify the effects of the cognitive revolution in psychology (H, S); and
 - (D) explain the computational theory of mind and its criticisms (Geo/C, S).
- (2) Psychological Research. The student understands the methods and role of psychological research. The student is expected to:
- (A) describe basic methods of social scientific reasoning and compare the characteristics of qualitative and quantitative psychological research (S);
 - (B) explain the difference between correlation and causation when interpreting psychological research (S);
 - (C) identify standards of the American Psychological Association (APA) for ethical decision making in relation to the collection, storage, and use of psychological data (S, G/Civ, H);

- (D) interpret measures of central tendency (mean, median, and mode) and dispersion (range and standard deviation) to create and answer questions and demonstrate understanding of the information gathered (S);
 - (E) explain how false positives, statistical error, publication bias, and confirmation bias contribute to the replication crisis and affect the reliability of research conclusions (S); and
 - (F) identify major subfields of psychology and describe career opportunities related to psychology in a free enterprise system (G/Civ, Geo/C, E, S).
- (3) Biological Basis of Psychology. The student understands the biological basis of psychology. The student is expected to:
- (A) describe the structure and function of the central and peripheral nervous systems and explain how the nervous system influences behavior and psychological development (Geo/C, S);
 - (B) describe the structure and function of the endocrine system and explain how the endocrine system influences behavior and psychological development (Geo/C, S);
 - (C) describe empirical methods of evolutionary psychology by comparing the characteristics of qualitative and quantitative psychological research (H, S); and
 - (D) analyze psychological mechanisms, including preferences, fear, cooperation, jealousy, and patriotism, as products of natural selection (Geo/C, S).
- (4) Philosophical Psychology. The student understands major ideas of philosophical psychology. The student is expected to:
- (A) compare Plato's and Aristotle's theories of the soul (H, G/Civ, Geo/C, S);
 - (B) explain the concept of freedom of the will as it relates to liberty and American patriotism (H, G/Civ, Geo/C, S); and
 - (C) analyze how the United States Declaration of Independence and What to a Slave is the Fourth of July? Address liberty and patriotism in America (H, G/Civ, Geo/C, S).
- (5) The Five Senses, Perception, and Cognition. The student understands the role of the five senses, perception, and cognition in psychology. The student is expected to:
- (A) explain the processes of sensation and perception in relation to real world experiences (Geo/C, S);
 - (B) explain cognition processes of memory, language development, and language acquisition. (Geo/C, S); and
 - (C) identify states and levels of consciousness, including wakefulness, sleep, and dreaming (S).
- (6) Development, Learning, and Intelligence. The student understands the role of development, learning, and intelligence in psychology. The student is expected to:
- (A) analyze the nature versus nurture debate (Geo/C, S);
 - (B) summarize Jean Piaget's theory of cognitive development (H, S);
 - (C) summarize Erik Erikson's stages of psychosocial development (H, Geo/C, S);
 - (D) explain principles of operant and classical conditioning and the principles of social learning (S); and
 - (E) define intelligence and evaluate its measurements, including qualitative and quantitative psychological research (Geo/C, S).

- (7) Personality, Motivation, and Emotion. The student understands the role of personality, motivation, and emotion in psychology. The student is expected to:
 - (A) define the concept of personality (Geo/C, S);
 - (B) compare the theories of personality, including psychodynamic, trait, humanistic, and sociocultural (Geo/C, S);
 - (C) evaluate personality assessment tools, based on evidence from qualitative and quantitative psychological research (Geo/C, S);
 - (D) compare current theories of motivation, including Maslow's Hierarchy of Needs and Drive Reduction Theory (H, Geo/C, S); and
 - (E) compare current theories of emotion, including James-Lange Theory and Two-Factor Theory (H, Geo/C, S).
- (8) Health, Wellness, and the Mind. The student understands the role of health and wellness of the mind. The student is expected to:
 - (A) describe characteristics of common forms of mental illness, including anxiety disorders, depressive disorders, schizophrenia, and bipolar disorders (Geo/C, S);
 - (B) describe common psychiatric treatments used for mental illness, including cognitive behavior therapy, behavioral therapy, psychodynamic therapy, and biomedical treatment (Geo/C, S); and
 - (C) describe the impact of positive psychology on society, including building a sense of belonging through civic engagement in the United States (Geo/C, S).

§113.33. Social Studies, Sociology (One-Half Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. Students shall be awarded one-half credit for successful completion of this course.
- (c) Introduction.
 - (1) Sociology, an elective course, is an introductory study of social behavior, human interaction, and the organization of society. This course examines the development of sociology as a social science by exploring the theories, concepts, and methods used to study individuals, groups, and institutions. Students analyze the relationship between the individual and society while also examining how social forces influence behavior in an ever-changing world. Through the study of topics such as the foundations of sociology, sociological research methods, society and social structures, socialization, groups and organizations, government and politics, and the role of social capital, students develop an understanding of how social systems operate and how individuals interact within them. This course places emphasis on sociological theories and frameworks to help students interpret social patterns, evaluate research, and apply theoretical perspectives to contemporary social issues.
 - (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution; and
 - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on strong

property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

- (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (6) Student expectations embed relevant statutory requirements, including:
 - (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-2)(1)-(3) and (h-3)--Knowledge of Civics;
 - (G) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (H) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (I) TEC, §29.907--Celebrate Freedom Week;
 - (J) TEC, §29.9071--Texas Military Heroes Day; and
 - (K) TEC, §29.9072--Holocaust Remembrance Week.
- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (d) Knowledge and skills.
 - (1) What is Sociology? The student understands the development of the field of sociology, leading sociological ideas, and culture in society and its different forms. The student is expected to:
 - (A) identify central concepts of sociology, including culture, socialization, social structure, social institutions, and social stratification (H, Geo/C, S);
 - (B) explain sociological ideas of Jane Addams, Harriet Martineau, Adam Smith, Karl Marx, Emile Durkheim, and Max Weber (H);
 - (C) describe elements of culture, including identity, language, faith-based systems, shared practices, and material goods (Geo/C, S);
 - (D) explain ways cultural concepts in society are studied (Geo/C, S); and
 - (E) explain deviant behavior and how this behavior is viewed and treated in society (Geo/C).
 - (2) Sociological Research. The student understands the scientific process of studying the social world and the role of ethics in sociological research. The student is expected to:
 - (A) identify scientific steps social scientists use (S);
 - (B) describe qualitative and quantitative research methods employed to investigate the social world (Geo/C, S);
 - (C) identify ethical obligations of social scientists, including informed consent, confidentiality, and avoiding harm. (G/Civ, Geo/C); and
 - (D) evaluate sociological research and value neutrality (S).
 - (3) Sociological Perspectives. The student understands major sociological theories and their impact on society. The student is expected to:
 - (A) explain the functionalist view of society and how social institutions maintain stability through manifest functions, latent functions, and latent dysfunctions (G/Civ, Geo/C, E);
 - (B) explain conflict theory through the contributions of Karl Marx and native Texan, C. Wright Mills (H, G/Civ, E);
 - (C) explain rational choice theory, including utilitarianism, and how both affect human behavior (G/Civ, Geo/C, E);
 - (D) apply Max Weber's Iron Cage to a real-world situation (G/Civ, Geo/C, S); and
 - (E) explain symbolic interactionism through the contributions of George Herbert Mead and Herbert Blumer (H, G/Civ, Geo/C).
 - (4) Society. The student understands pre-industrial, industrial, and post-industrial societies. The student is expected to:
 - (A) differentiate between types of societies, including pre-industrial, industrial, and post-industrial societies (H, G/Civ, Geo/C, E, S); and
 - (B) explain the causes and effects of social change as societies transition between stages of development (H, Geo/C, G/Civ, E, S).

- (5) Socialization. The student understands the concepts and processes of how people socialize in society, and the importance of social group agents. The student is expected to:
- (A) explain, using a visual representation, the concept of "self" and how society influences individual identity (Geo/C, S);
 - (B) explain the development of self through role theory and the social construction of reality (Geo/C, S);
 - (C) explain the concept of agency and the role of agency in shaping individual identity (Geo/C);
 - (D) identify agents of socialization, including family, peers, school, workplace, government, media, and religion (G/Civ, Geo/C);
 - (E) compare the impact of agents of socialization across the life course, including childhood, adolescence, and adulthood (G/Civ, Geo/C, E, S); and
 - (F) analyze how bias, prejudice, discrimination, and stereotypes influence attitudes and social institutions (H, G/Civ, Geo/C, E, S).
- (6) Groups and organizations. The student understands the types and functions of groups and how group size influences group dynamics. The student is expected to:
- (A) describe types of groups, including primary, secondary, reference, in and out, and digital communities (Geo/C);
 - (B) describe subcultures and what makes subcultures unique (Geo/C);
 - (C) explain how groups serve emotional and expressive needs (Geo/C);
 - (D) explain the function and styles of group leadership using the writings of the United States founding fathers (H, Geo/C); and
 - (E) describe the structure and function of bureaucracies and explain how these relate to students' lives and society (G/Civ, Geo/C).
- (7) Government and Politics. The student understands how power, authority, forms of government, and economic systems influence society. The student is expected to:
- (A) explain how power affects social groups, modern political institutions, individuals and society (G/Civ, Geo/C, S);
 - (B) analyze how anarchy, direct democracy, and representative democracy distribute power and decision-making in society (G/Civ, Geo/C, S); and
 - (C) compare how free enterprise systems and socialism distribute power, resources, and opportunities in society (G/Civ, Geo/C, E, S).
- (8) Social Capital. The student understands social capital and how it facilitates action, helps individuals achieve goals, and contributes to individual and community well-being. The student is expected to:
- (A) analyze the characteristics of social capital as a resource in society (G/Civ, Geo/C, E, S);
 - (B) analyze how individuals' access to social networks, including social media, influences access to resources, opportunities, and social mobility (Geo/C, E, S);
 - (C) identify systems of social stratification (Geo/C, E);
 - (D) explain how systems of social stratification influence access to resources, opportunities, and social mobility (H, Geo/C, E, S); and
 - (E) explain W.E.B. Du Bois' contributions to the study of social stratification (H, Geo/C, E, S).

§113.34. Special Topics in Social Studies (One-Half Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. Students shall be awarded one-half credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits.
- (c) Introduction.
 - (1) In Special Topics in Social Studies, an elective course, students are provided the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces that have shaped their lives and the world in which they live. Students will use social science knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspectives.
 - (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution; and
 - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
 - (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
 - (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
 - (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
 - (6) Student expectations embed relevant statutory requirements, including:
 - (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;

- (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-2)(1)-(3) and (h-3)--Knowledge of Civics;
 - (G) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (H) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (I) TEC, §29.907--Celebrate Freedom Week;
 - (J) TEC, §29.9071--Texas Military Heroes Day; and
 - (K) TEC, §29.9072--Holocaust Remembrance Week.
- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (d) Knowledge and skills.
- (1) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:
- (A) apply social studies methodologies encompassing a variety of research and analytical tools to explore questions or issues thoroughly and fairly to include multiple perspectives (H, S);
 - (B) evaluate effects of major political, economic, and social conditions on a selected social studies topic (G/Civ, Geo/C, E);
 - (C) appraise a geographic perspective that considers physical and cultural processes as they affect the selected topic (Geo/C);
 - (D) examine the role of diverse communities in the context of the selected topic (H, Geo/C);
 - (E) analyze ethical issues raised by the selected topic in historic, cultural, and social contexts (H, Geo/C);
 - (F) depending on the topic, use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution (S); and

- (G) depending on the topic, use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision (S).
- (2) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
- (A) locate, analyze, organize, synthesize, evaluate, and apply information about the selected topic, identifying, describing, and evaluating multiple points of view (S);
 - (B) differentiate between valid primary and secondary sources and use them appropriately to conduct research and construct arguments (H, S);
 - (C) read narrative texts critically and identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants (H, S);
 - (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (S);
 - (E) collect visual images (photographs, paintings, political cartoons, and other media) to enhance understanding and appreciation of multiple perspectives in a social studies topic (S);
 - (F) identify bias in written, oral, and visual material (S);
 - (G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author (S); and
 - (H) use appropriate mathematical skills to interpret social studies information such as maps and graphs (Geo/C, S).
- (3) Social studies skills. The student creates written, oral, and visual presentations of social studies information. The student is expected to:
- (A) apply the conventions of usage and mechanics of written English (S);
 - (B) use social studies terminology correctly (S);
 - (C) use appropriate oral communication techniques (S);
 - (D) construct a thesis that is supported by evidence (S);
 - (E) recognize and evaluate counter arguments (S);
 - (F) use visual images (photographs, paintings, and other media) to facilitate understanding and appreciation of multiple perspectives in a social studies topic (S);
 - (G) develop a bibliography with ideas and information attributed to source materials and authors using accepted social science formats such as Modern Language Association Style Manual (MLA) and Chicago Manual of Style (CMS) to document sources and format written materials (S); and
 - (H) use computer software to create written, graphic, or visual products from collected data (S).

§113.35. Social Studies Research Methods (One-Half Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. Students shall be awarded one-half credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits.
- (c) Introduction.

- (1) In Social Studies Research Methods, an elective course, students conduct advanced research on a selected topic in social studies using qualitative and/or quantitative methods of inquiry. Students present their research results and conclusions in written and visual or oral format. The course is designed to be conducted in either classroom or independent settings.
- (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution; and
 - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (6) Student expectations embed relevant statutory requirements, including:
 - (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-2)(1)-(3) and (h-3)--Knowledge of Civics;

- (G) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (H) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (I) TEC, §29.907--Celebrate Freedom Week;
 - (J) TEC, §29.9071--Texas Military Heroes Day; and
 - (K) TEC, §29.9072--Holocaust Remembrance Week.
- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (d) Knowledge and skills.
- (1) Social studies skills. The student understands the need for an organizing framework to identify an area of interest and collect information. The student is expected to:
- (A) select a social studies issue, topic, or area of interest (S);
 - (B) write a rationale and preliminary ideas for research methods (S);
 - (C) develop a literature review (S); and
 - (D) develop a thesis (S).
- (2) Social studies skills. The student applies a process approach to a research topic, applying the ideas, theories, and modes of inquiry drawn from the social sciences in the examination of persistent issues and social questions. The student is expected to:
- (A) understand the basic requirements and philosophical foundations for qualitative and quantitative methods of inquiry, including inductive and deductive reasoning, to determine the most effective research approach from a variety of alternatives (S);
 - (B) select and design a research project, including an examination of the theory and methods applicable to the research topic (S);
 - (C) collect information from a variety of sources (primary, secondary, written, and oral) using techniques such as questionnaires, interviews, and library research (S);
 - (D) use current technology such as library topic catalogues, networks, online information systems, academic journals, primary sources on the Internet, email interviews, and video interviews to collect information about the selected topic (S);
 - (E) use information from sources that take into account multiple perspectives (S);

- (F) differentiate between primary and secondary sources and use each appropriately to conduct research and construct arguments (S);
 - (G) develop and use criteria for the evaluation of qualitative and/or quantitative information (S);
 - (H) describe the results of the research process (S);
 - (I) generate logical conclusions from research results (S);
 - (J) justify a conclusion with supporting evidence (S);
 - (K) make predictions as to future actions and/or outcomes based on conclusions of research (S); and
 - (L) develop a bibliography in a format appropriate to the social sciences such as Modern Language Association Style Manual (MLA) and Chicago Manual of Style (CMS) to document sources and format written materials (S).
- (3) Social studies skills. If doing qualitative research, the student employs the processes of critical social science inquiry to understand an issue, topic, or area of interest using a variety of sources, checking their credibility, validating and weighing evidence for claims, and searching for causality. The student is expected to:
- (A) interpret the historiography of the research topic (S);
 - (B) apply key social science concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity (S);
 - (C) investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures (S);
 - (D) relate important events, recurring dilemmas, and persistent issues to topic (S); and
 - (E) employ empathy, skepticism, and critical judgment to analysis of topic (S).
- (4) Social studies skills. If doing quantitative research, the student is expected to:
- (A) apply the scientific method in a research project (S);
 - (B) create a matrix applying research methodologies that employ survey research, ethnography, primary documents, and statistical analysis to given subject areas (S);
 - (C) determine the most efficient research approach (S);
 - (D) utilize basic statistical approaches and tools in the analysis of aggregate information (S);
 - (E) define and compute statistical information using various statistical approaches such as means testing and correlation, measures of central tendency and distribution, the development of categorical systems, and logical analysis (S);
 - (F) analyze information using a spreadsheet or statistical analysis information software (S);
 - (G) apply the fundamental principles and requirements of validity and reliability as used in the social sciences (S);
 - (H) interpret patterns of behavior reflecting attitudes and values that contribute or pose obstacles to cross-cultural understanding (S); and
 - (I) utilize applicable ethical standards in collecting, storing, and using human experimental or survey data (S).
- (5) Social studies skills. The student creates a written and oral presentation of research and conclusions. The student is expected to:
- (A) apply the conventions of usage and mechanics of written English (S);

- (B) present a thesis and conclusion (S);
 - (C) use appropriate social science terminology (S);
 - (D) justify a conclusion with supporting evidence and address counter arguments as appropriate (S);
 - (E) construct visuals such as statistical compilations, charts, graphs, tables, timelines, and maps to convey appropriate data (S);
 - (F) create a presentation on a selected topic using word-processing, graphics, and multimedia software (S);
 - (G) incorporate and present visual images (photographs, paintings, and other media) to enhance presentation (S); and
 - (H) develop a bibliography with ideas and information attributed to source materials and authors using accepted social science formats such as Modern Language Association Style Manual (MLA) and Chicago Manual of Style (CMS) to document sources and format written materials (S).
- (6) Social studies skills. The student understands the principles and requirements of the scientific method. The student is expected to:
- (A) select a social studies issue, topic, or area of interest (S);
 - (B) select and design a research project, including an examination of the theory and methods applicable to the research topic (S);
 - (C) describe the results of the research process (S); and
 - (D) justify a conclusion with supporting evidence and make predictions as to future actions and/or outcomes based on the conclusions of research (S).

§113.36. Social Studies Advanced Studies (One-Half Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. Students shall be awarded one-half credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits.
- (c) Introduction.
 - (1) In Social Studies Advanced Studies, an elective course, students conduct in-depth research, prepare a product of professional quality, and present their findings to appropriate audiences. Students, working independently or in collaboration with a mentor, investigate a problem, issue, or concern; research the topic using a variety of technologies; and present a product of professional quality to an appropriate audience.
 - (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution; and
 - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

- (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
- (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (6) Student expectations embed relevant statutory requirements, including:
- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-2)(1)-(3) and (h-3)--Knowledge of Civics;
 - (G) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (H) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (I) TEC, §29.907--Celebrate Freedom Week;
 - (J) TEC, §29.9071--Texas Military Heroes Day; and
 - (K) TEC, §29.9072--Holocaust Remembrance Week.
- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating

resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.

- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(d) Knowledge and skills.

- (1) The student investigates, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline. The student is expected to:
- (A) analyze the relationship between his or her interests and career/discipline (S);
 - (B) review literature from varied sources from the selected career or discipline (S);
 - (C) identify a problem, issue, or concern (S);
 - (D) survey and/or interview professionals to determine the appropriateness of a project (S); and
 - (E) develop a proposal that includes well-defined questions, goals and objectives, rationale, and procedures for the project (S).
- (2) The student demonstrates understanding of the research methods and/or technologies used in a selected profession or discipline. The student is expected to:
- (A) develop an understanding of the requirements and practices of the profession in the selected career or discipline through observation (S);
 - (B) simulate the methods and/or technologies used in the research process particular to the selected field or discipline (S); and
 - (C) review and revise the original proposal to reflect changes needed based upon preliminary research and practices (S).
- (3) The student develops products that meet standards recognized by the selected profession or discipline. The student is expected to:
- (A) collaborate with the appropriate professionals to define the product (S);
 - (B) develop a plan for product completion (S);
 - (C) develop assessment criteria for successful completion of the project (S);
 - (D) establish the appropriateness of the product for the intended audience (S);
 - (E) implement the plan for product completion (S); and
 - (F) maintain a journal to document all phases of the implementation of the plan and reflections on learning experiences and processes (S).
- (4) The student demonstrates an understanding of the selected problem, issue, or concern by explaining or justifying findings to an appropriate audience for public comment or professional response. The student is expected to:
- (A) review and revise the plan to present the findings (S);
 - (B) make arrangements for the presentation of findings to an appropriate audience (S);
 - (C) present findings, simulating the skills used by professionals (S);
 - (D) consider feedback received from the audience (S);
 - (E) reflect on the study and its potential for impact on the field (S); and
 - (F) reflect on personal learning experiences of the study (S).

§113.37. Economics Advanced Studies (One-Half Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. Students may take this course with different course content for a maximum of one credit. Students who are pursuing the Distinguished Achievement Program may take Economics Advanced Studies to earn state credit for developing, researching, and presenting their mentorship or independent study advanced measure.
- (c) Introduction.
 - (1) In Economics Advanced Studies, an elective course, students conduct in-depth research, prepare a product of professional quality, and present their findings to appropriate audiences. Students, working independently or in collaboration with a mentor, investigate a problem, issue, or concern; research the topic using a variety of technologies; and present a product of professional quality to an appropriate audience.
 - (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution; and
 - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
 - (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
 - (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
 - (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
 - (6) Student expectations embed relevant statutory requirements, including:
 - (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;

- (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-2)(1)-(3) and (h-3)--Knowledge of Civics;
 - (G) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (H) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (I) TEC, §29.907--Celebrate Freedom Week;
 - (J) TEC, §29.9071--Texas Military Heroes Day; and
 - (K) TEC, §29.9072--Holocaust Remembrance Week.
- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (d) Knowledge and skills.
- (1) The student investigates, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline. The student is expected to:
 - (A) analyze the relationship between his or her interests and career/discipline (S);
 - (B) review literature from varied sources from the selected career or discipline (S);
 - (C) identify a problem, issue, or concern (S);
 - (D) survey and/or interview professionals to determine the appropriateness of a project (S); and
 - (E) develop a proposal that includes well-defined questions, goals and objectives, rationale, and procedures for the project (S).
 - (2) The student demonstrates understanding of the research methods and/or technologies used in a selected profession or discipline. The student is expected to:
 - (A) develop an understanding of the requirements and practices of the profession in the selected career or discipline through observation (S);

- (B) simulate the methods and/or technologies used in the research process particular to the selected field or discipline (S); and
- (C) review and revise the original proposal to reflect changes needed based upon preliminary research and practices (S).
- (3) The student develops products that meet standards recognized by the selected profession or discipline. The student is expected to:
 - (A) collaborate with the appropriate professionals to define the product (S);
 - (B) develop a plan for product completion (S);
 - (C) develop assessment criteria for successful completion of the project (S);
 - (D) establish the appropriateness of the product for the intended audience (S);
 - (E) implement the plan for product completion (S); and
 - (F) maintain a journal to document all phases of the implementation of the plan and reflections on learning experiences and processes (S).
- (4) The student demonstrates an understanding of the selected problem, issue, or concern by explaining or justifying findings to an appropriate audience for public comment or professional response. The student is expected to:
 - (A) review and revise the plan to present the findings (S);
 - (B) make arrangements for the presentation of findings to an appropriate audience (S);
 - (C) present findings, simulating the skills used by professionals (S);
 - (D) consider feedback received from the audience (S);
 - (E) reflect on the study and its potential for impact on the field (S); and
 - (F) reflect on personal learning experiences of the study (S).

§113.38. Ethnic Studies: Mexican American Studies (One Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. This course is recommended for students in Grades 10-12. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
 - (1) In Ethnic Studies: Mexican American Studies, an elective course, students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. The course emphasizes events in the 20th and 21st centuries, but students will also engage with events prior to the 20th century.
 - (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution; and
 - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on strong

property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

- (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (6) Student expectations embed relevant statutory requirements, including:
 - (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-2)(1)-(3) and (h-3)--Knowledge of Civics;
 - (G) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (H) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (I) TEC, §29.907--Celebrate Freedom Week;
 - (J) TEC, §29.9071--Texas Military Heroes Day; and
 - (K) TEC, §29.9072--Holocaust Remembrance Week.
- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (d) Knowledge and skills.
 - (1) The student understands historical points of reference in Mexican American history. The student is expected to apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.
 - (2) The student understands developments related to pre-colonial settlements and Spanish colonization of Mesoamerica and North America. The student is expected to:
 - (A) explain the significance of the following events as turning points relevant to Mexican American history: Aztec arrival in Mexico's central valley, establishment of the Aztec Empire, Hernán Cortés's first encounter with the Aztecs, Spanish conquest of the Aztecs, creation of the New Laws, and Jesuit expulsion from the Americas (H, G/Civ, Geo/C, E); and
 - (B) examine the contributions of significant individuals from the Spanish colonial era, including Moctezuma, Hernán Cortés, La Malinche, Bartolomé de las Casas, and Sor Juana Inés de la Cruz (H, G/Civ, Geo/C).
 - (3) The student understands developments related to Mexican independence and Mexico's relationship with the United States from 1800-1930. The student is expected to:
 - (A) explain the significance of the following events as turning points relevant to Mexican American history: the Grito de Dolores, Mexico's acquisition of independence, Texas's declaration of independence from Mexico, Mexican-American War, Treaty of Guadalupe Hidalgo, Mexican Revolution, creation of the U.S. Border Patrol, and Mexican repatriation of the 1930s (H, G/Civ, Geo/C, E); and
 - (B) examine the contributions of significant individuals from this period such as Father Miguel Hidalgo, José María Morelos, Augustín de Iturbide, Emiliano Zapata, Francisco (Pancho) Villa, Francisco I. Madero, Porfirio Díaz, and Álvaro Obregón (H, G/Civ, Geo/C, E).
 - (4) The student understands the causes and impact of the Mexican American civil rights movement from the 1930s to 1975. The student is expected to:
 - (A) explain the significance of the following events as turning points relevant to Mexican American history: U.S. entry into World War II, Bracero Program, Longoria Affair, Operation Wetback, Hernández v. Texas, Brown v. Board of Education, Civil Rights Act of 1964, Voting Rights Act of 1965, Farmworkers strike and boycott, and establishment of La Raza Unida Party (H, G/Civ, Geo/C, E); and
 - (B) identify the contributions of significant individuals from the civil rights era such as Dolores Huerta, Reies López Tijerina, José Ángel Gutiérrez, Rubén Salazar, Emma Tenayuca, Rodolfo "Corky" Gonzales, Marcario García, Hector P. García, Raul "Roy" Perez Benavidez, Martha P. Cotera, Jovita Idár, Jovita González de Mireles, Sara Estela Ramírez, Leonor Villegas de Magnon, Adela Sloss Vento, María L. de Hernández, and Alicia "Alice" Dickerson Montemayor (H, G/Civ, Geo/C, E).
 - (5) The student understands the development of voting rights and ideas related to citizenship for Mexican Americans from 1975 to the present. The student is expected to:

- (A) explain the significance of the following events as turning points relevant to Mexican American history: the Immigration Reform and Control Act, Illegal Immigration Reform and Immigration Responsibility Act; and H.R. 4437 passed by the U.S. House of Representatives in 2006 (H, G/Civ); and
 - (B) identify the contributions of significant individuals such as Raul Yzaguirre, William "Willie" Velásquez, Gloria Evangelina Anzaldúa, Henry Cisneros, Cherrie L. Moraga, and Bill Richardson (H, G/Civ, Geo/C).
- (6) The student understands the impact of geographic factors on major events related to Mexican Americans. The student is expected to:
- (A) locate places and regions of cultural and historical significance in Mexican American history (H, Geo/C);
 - (B) identify physical and human geographic factors related to the settlement of American Indian societies (H, Geo/C);
 - (C) explain how issues of land use related to Mexican Independence, Texas Independence, and the Mexican Revolution (H, G/Civ, Geo/C, E);
 - (D) analyze physical and human geographic factors related to Mexican migration from the 1910s to the 1930s (H, Geo/C);
 - (E) identify physical and human geographic factors related to the migration of Mexican laborers as part of the 1940s Bracero Program (H, G/Civ, Geo/C, E); and
 - (F) analyze the physical and human geographic factors related to contemporary Mexican migration to and Mexican American migration within the United States (H, Geo/C).
- (7) The student understands domestic issues related to Mexican American population growth, labor force participation, and the struggle to satisfy wants and needs given scarce resources. The student is expected to:
- (A) analyze the economic impact of Mexican repatriation of the 1930s (E);
 - (B) evaluate the contributions of the Bracero Program to the U.S. war effort and the development of the agricultural economy in the American Southwest (H, E);
 - (C) explain the struggle to create a farmworkers union and the union's efforts to fight for better wages (G/Civ, E);
 - (D) analyze the economic contributions of the Mexican American labor force (E);
 - (E) analyze the purchasing power of the Mexican American population as it relates to U.S. household consumption and gross domestic product (GDP) (E); and
 - (F) discuss current issues related to the Mexican American labor force (G/Civ, E).
- (8) The student understands the significance of political decisions and the struggle for Mexican American political power throughout U.S. history. The student is expected to:
- (A) describe how Mexican Americans have participated in supporting and changing government (G/Civ);
 - (B) analyze the impact of *Salvatierra v. Del Rio Independent School District (ISD)*, *Delgado v. Bastrop ISD*, and *Hernández v. Texas* on Mexican Americans and the end of the biracial paradigm (G/Civ);
 - (C) analyze the Mexican American struggle for civil rights as manifested in the Chicano movement (G/Civ, Geo/C);
 - (D) evaluate the successes and failures of the Mexican American civil rights movement and the farmworkers movement (H, G/Civ, Geo/C, E);

- (E) analyze the significance of U.S. Supreme Court decisions in *Miranda v. Arizona*, *San Antonio ISD v. Rodríguez*, and *Plyler v. Doe* (G/Civ); and
 - (F) discuss the role of various organizations such as the American G.I. Forum, the League of United Latin American Citizens (LULAC), the Mexican American Legal Defense and Educational Fund (MALDEF), the National Association of Latino Elected and Appointed Officials (NALEO), and the National Council of La Raza (NCLR) that have participated in the Mexican American struggle for political power (G/Civ, H, Geo/C, E).
- (9) The student understands the debates surrounding the nature of respectful expression of different points of view in a constitutional republic. The student is expected to:
- (A) describe the rights and responsibilities of Mexican American citizens and Mexican immigrants in civic participation within the United States (G/Civ, Geo/C);
 - (B) discuss ways American citizens and immigrants interpret formal citizenship and cultural citizenship, including membership in one nation and membership in diverse cultural and national groups (G/Civ, Geo/C);
 - (C) discuss ways individuals contribute to the national identity as members of diverse cultural groups (Geo/C); and
 - (D) analyze the connotations and histories of identity nomenclature relevant to Mexican Americans such as Mexican, Spanish, Hispanic, Latina/o, Chicana/o, illegal, undocumented, Mexican American, American Mexican, or simply American (H, G/Civ, Geo/C).
- (10) The student understands the relationship between Mexican American artistic expression and the times during which the art was created. The student is expected to:
- (A) describe how the characteristics and issues of Mexican American history have been reflected in various genres of art, music, film, and literature (H, Geo/C);
 - (B) analyze the significance of selected works of Mexican American literature such as "I am Joaquín" (1967) by Rodolfo "Corky" Gonzales and "Pensamiento Serpentino" (1971) by Luis Valdez (Geo/C);
 - (C) describe the role of artistic expression in mobilizing Mexican Americans and others toward civic participation and action such as the role of "Teatro Campesino" during the farmworkers movement (H, G/Civ, Geo/C);
 - (D) identify the contributions of women such as Sandra Cisneros and Norma Alarcón (Geo/C); and
 - (E) identify the impact of Mexican American popular culture on the United States and the world over time (H, Geo/C).
- (11) The student understands the impact of Mexican American individuals and groups on the development of science and technology in American society and on a global scale. The student is expected to:
- (A) explain the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya and Aztec civilizations (H, G/Civ, Geo/C, E); and
 - (B) identify contributions to science and technology in the United States and the world made by Mexican Americans such as Albert Baez, Martha E. Bernal, Ellen Ochoa, Linda Garcia Cubero, and Mario José Molina (Geo/C).
- (12) The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
- (A) use social studies terminology correctly (S);
 - (B) analyze diverse points of view related to contemporary Mexican American issues (S);

- (C) create a written and/or oral presentation on a contemporary issue or topic relevant to Mexican Americans using critical methods of inquiry (S); and
- (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (S).

§113.39. Ethnic Studies: African American Studies (One Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. This course is recommended for students in Grades 10-12. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
 - (1) In Ethnic Studies: African American Studies, an elective course, students learn about the history and cultural contributions of African Americans. This course is designed to assist students in understanding issues and events from multiple perspectives. This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States.
 - (2) The primary purpose of Texas and American social studies is to educate students to become proud, responsible, and patriotic citizens who respect the dignity and rights of their fellow citizens, who love their country, and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution; and
 - (C) students understand the benefits of the United States free enterprise system, also referenced as capitalism or the free market system. This system, predicated on strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
 - (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
 - (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
 - (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places,

issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.

- (6) Student expectations embed relevant statutory requirements, including:

 - (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-2)(1)-(3) and (h-3)--Knowledge of Civics;
 - (G) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (H) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (I) TEC, §29.907--Celebrate Freedom Week;
 - (J) TEC, §29.9071--Texas Military Heroes Day; and
 - (K) TEC, §29.9072--Holocaust Remembrance Week.
- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (d) Knowledge and skills.

 - (1) The student understands the influential historical points of reference in African history prior to 1619. The student is expected to:

 - (A) identify the major eras, civilizations, and contributions of African history that are foundational to humanity and predate American slavery (H, G/Civ, Geo/C, E);
 - (B) describe and compare the various pre-colonial, indigenous, and ancestral roots of African Americans such as educational systems, social and political developments, family structures, global trade, and exchange (H, G/Civ, Geo/C, E); and

- (C) analyze the effects of dehumanization through the capture, trade, and enslavement of Africans, within a regional and global context, including the Atlantic Slave Trade (H, Geo/C, E).
- (2) The student understands the economic, political, and social development of slavery during the American colonial period, 1619 to 1775. The student is expected to:
 - (A) analyze the African diaspora, including the role of Africans and Europeans (H, G/Civ, Geo/C, E);
 - (B) compare and contrast the colonization of North, Central, and South America and the West Indies and neighboring islands and analyze the interactions among enslaved Africans and Native Americans (H, G/Civ, Geo/C, E);
 - (C) describe and explain the impact of the Middle Passage on African American culture (H, Geo/C, E); and
 - (D) explain the causes for the growth and development of slavery, primarily in the Southern colonies (H, G/Civ, Geo/C, E).
- (3) The student understands the rationalization and ramifications for the continuation and growth of slavery and the anti-slavery movement in the United States from independence (1776) through the Emancipation Proclamation (1863). The student is expected to:
 - (A) analyze the economic, social, religious, and legal rationalization used by some Americans to continue and expand slavery after declaring independence from Great Britain (H, G/Civ, Geo/C, E);
 - (B) describe the impact of the Three-Fifths Compromise and the Fugitive Slave Act (H, G/Civ, E);
 - (C) analyze the role that slavery played in the development of nationalism and sectionalism during the early 19th century (H, G/Civ, Geo/C, E);
 - (D) analyze and evaluate various forms of individual and group resistance against the enslavement of African Americans (H, G/Civ, Geo/C);
 - (E) analyze the influence of significant individuals and groups prior to and during the abolitionist movement to determine their impact on ending slavery such as the work of David Walker, Elijah P. Lovejoy, John Brown, Sojourner Truth, Frederick Douglass, the American Anti-Slavery Society, and the Underground Railroad (H, G/Civ, Geo/C); and
 - (F) analyze national and international abolition efforts, including the gradual emancipation of enslaved people in the North (1777-1804), the U.S. ban on the slave trade (1808), the abolition of slavery in Mexico (1829) and Great Britain (1833), and the significance of the Guerrero Decree in the Texas Revolution (H, G/Civ, E).
- (4) The student understands African American life from the Civil War through World War I. The student is expected to:
 - (A) summarize the roles and experiences of African American soldiers and spies in both the North and South during the Civil War (H, G/Civ, Geo/C);
 - (B) describe and analyze the successes and failures of Reconstruction (H, G/Civ, Geo/C, E);
 - (C) compare the opportunities and challenges faced by African Americans from post-Reconstruction to the early 20th century and viewpoints and actions of African Americans, including Ida B. Wells, W.E.B. Du Bois, Booker T. Washington, Marcus Garvey, the National Association for the Advancement of Colored People (NAACP), Freedmen's Towns, and the Exodusters (H, G/Civ, Geo/C, E);
 - (D) explain the circumstances surrounding increased violence and extremism such as the Ku Klux Klan (KKK), the Colfax Massacre, lynchings, race riots, and the Camp Logan Mutiny (The Houston Riot of 1917) (H, G/Civ, Geo/C);

- (E) explain the impact of the convict leasing system on African Americans such as the Sugar Land 95 (H, G/Civ, Geo/C, E);
 - (F) explain how the rise of Jim Crow laws affected the life experiences of African Americans in the late 19th and early 20th centuries (H, G/Civ, Geo/C);
 - (G) describe the impact of the U.S. Supreme Court decision Plessy v. Ferguson (1896) (H, G/Civ, Geo/C);
 - (H) analyze the social, economic, and political actions of African Americans in response to the Jim Crow era during the early 20th century such as the Great Migration, civil rights organizations, social organizations, political organizations, and organized labor unions (H, G/Civ, Geo/C, E);
 - (I) examine the experiences of African American soldiers during and after World War I (H, Geo/C); and
 - (J) describe the impact of African American military service from Reconstruction through World War I, including the role of the Buffalo Soldiers (H, G/Civ, Geo/C, E).
- (5) The student understands change and continuity in the African American cultural identity during the Great Depression, World War II, and the Civil Rights Movement. The student is expected to:
- (A) compare the positive and negative effects of the Great Depression and New Deal on the social and economic status of African Americans in various geographic regions (G/Civ, Geo/C, E);
 - (B) describe the impact of U.S. Supreme Court decisions Sweatt v. Painter (1950) and Brown v. Board of Education (1954) (G/Civ, Geo/C);
 - (C) describe the continued struggle for civil rights in America during this time in history such as the notable works of the NAACP, National Urban League, Jackie Robinson, Rosa Parks, Martin Luther King Jr., Daisy Bates and the Little Rock Nine, the Student Non-Violent Coordinating Committee (SNCC), and local leaders (G/Civ, Geo/C);
 - (D) describe the interactions of the people of the diaspora relative to the struggle for civil rights (Geo/C);
 - (E) describe the impact of racism during World War II (H, G/Civ, Geo/C);
 - (F) explain the contributions of significant African American individuals and groups during World War II, including Doris "Dorie" Miller, the Tuskegee Airmen, and the 761st Tank Battalion (H, G/Civ, Geo/C);
 - (G) analyze how the effects of World War II laid the groundwork for the Civil Rights Movement such as Harry S. Truman's Executive Order 9981 and the contributions of A. Phillip Randolph, Mary McLeod Bethune, and Thurgood Marshall (H, G/Civ, Geo/C, E);
 - (H) analyze the successes, failures, and ongoing impact of the Civil Rights Movement, including methods such as sit-ins, boycotts, marches, speeches, music, and organizations (H, G/Civ, Geo/C, E); and
 - (I) evaluate the extent to which the Civil Rights Movement transformed American politics and society (H, G/Civ, Geo/C, E).
- (6) The student understands the progress made and challenges faced by African Americans from the post-Civil Rights Era to contemporary times. The student is expected to:
- (A) identify and explain the issues confronting African Americans in the continuing effort to achieve equality (H, G/Civ, Geo/C, E);
 - (B) describe the major achievements of contemporary African Americans and how their contributions have shaped the American experience such as John H. Johnson,

- Muhammad Ali, Fannie Lou Hamer, Shirley Chisholm, Earl G. Graves, Barbara Jordan, Colin Powell, Condoleezza Rice, and Barack Obama (H, G/Civ, Geo/C, E); and
- (C) analyze the progress and challenges for African American men and women socially, economically, and politically from 1970 to the present such as the evolving role of education in the African American community (H, G/Civ, Geo/C, E).
- (7) The student understands the impact of geographic factors on major events related to African Americans over time. The student is expected to:
- (A) explain the causes and effects of forced and voluntary migration on individuals, groups, and societies throughout African American history (H, G/Civ, Geo/C, E);
 - (B) identify and explain the physical and human geographic factors that contributed to the Atlantic Slave Trade, the rise of the plantation system in the South, the development of textile mills in the North, and economic interdependence between the North and South (Geo/C, E);
 - (C) explain the westward movement and the Great Migration and summarize their impact on African Americans (H, Geo/C, E); and
 - (D) analyze how environmental changes impacted African American communities such as land use, settlement patterns, and urban development (Geo/C, E).
- (8) The student understands ways in which African Americans have addressed opportunities, challenges, and strategies concerning economic well-being over time. The student is expected to:
- (A) analyze the effects of the Industrial Revolution and the roles of "King Cotton" and the cotton gin in the economies of the United States and the world (H, Geo/C, E);
 - (B) explain how sharecropping and redlining limited economic opportunities for African Americans (G/Civ, E);
 - (C) explain how economic conditions and racism contributed to the Great Migration (Geo/C, E);
 - (D) evaluate the economic impact of the American labor movement and unionism on African Americans from the late 19th century to today (G/Civ, E);
 - (E) analyze how various geographic, cultural, social, political, and financial factors influenced the economic mobility of African Americans such as skin color, wealth, and educational background (G/Civ, Geo/C, E);
 - (F) evaluate the effectiveness of various approaches African Americans have used to solve economic issues (E);
 - (G) trace the rise and development African American businesses and entrepreneurship from the late 19th century to today (Geo/C, E); and
 - (H) examine the contributions of African American and Black American Business entrepreneurship such as Black Wall Street, black inventors, and the black experience in business and the economic contributions of individuals such as Madame C. J. Walker and Maggie L. Walker (Geo/C, E).
- (9) The student understands the significant impact of political decisions on African Americans throughout history. The student is expected to:
- (A) compare and contrast how political perspectives of free and enslaved African Americans in the late 1700s and early 1800s were influenced by the unalienable rights expressed in the Declaration of Independence and civil rights in the Bill of Rights (G/Civ);
 - (B) explain the regional perspectives toward political rights of African American men and women from the early years of the republic through 1877 (G/Civ, Geo/C);

- (C) analyze the construction, interpretation, and implementation of the 13th, 14th, and 15th Amendments to the U.S. Constitution and the effects on African American men and women between 1877 and 1920 (G/Civ);
 - (D) analyze how government policies, court actions, and legislation impacted African Americans from the 1920s through the 1950s (G/Civ);
 - (E) analyze the causes and effects of government actions and legislation addressing racial and social injustices from 1960 to the present day such as the issues of voting rights, civil rights, fair housing, education, employment, affirmative action, the War on Crime, the War on Drugs, mass incarceration, and health and nutrition (G/Civ, Geo/C, E); and
 - (F) analyze how the changing political environment has impacted civil rights from the late 20th century to the present (G/Civ).
- (10) The student understands the impact of political interactions on the African American struggle for human rights over time. The student is expected to:
- (A) analyze examples of conflict and cooperation between African Americans and other groups in the pursuit of individual freedoms and civil rights such as the Freedom Riders and the Memphis Sanitation Workers Strike (G/Civ, E);
 - (B) explain how various philosophies and ideologies influenced the African American experience for social, political, and legal equality such as fair housing, equal opportunity, affirmative action, and voting rights (G/Civ, Geo/C, E); and
 - (C) identify the contributions of African American leaders at local, state, and national levels of government (G/Civ).
- (11) The student understands the importance of multiple and changing points of view regarding citizenship of African Americans. The student is expected to:
- (A) trace how perceptions of the rights and civic responsibilities of African Americans have changed over time, including the idea of being considered property with no rights under slavery (H, G/Civ, Geo/C);
 - (B) analyze how regional differences influenced political perspectives of African American communities (G/Civ, Geo/C);
 - (C) analyze the significance and associations of identity nomenclature relevant to African Americans such as Negro and Black (H, Geo/C);
 - (D) analyze selected contemporary African American issues that have led to diverse points of view in public discourse, including rights and activism (G/Civ); and
 - (E) identify and describe the diversity of peoples of African ancestry such as Afro-Latinos, Afro-Caribbeans, and recent African immigrants (Geo/C).
- (12) The student understands the development of African American culture and society and the impact of shared identities and differing experiences. The student is expected to:
- (A) analyze the impact of assimilation, stereotypes, de facto practices, and oppression on the lives of African Americans (Geo/C);
 - (B) analyze ways in which African Americans have retained cultural identity over time while adapting to and contributing to mainstream American culture (Geo/C); and
 - (C) analyze the various cultural practices that have shaped the individual and collective identity of African Americans over time to understand shared and differing experiences (Geo/C).
- (13) The student understands the cultural traditions and contributions of African Americans from the colonial era through Reconstruction. The student is expected to:

- (A) identify and describe the influence of African oral traditions, visual art, literary art, theater, music, and dance on African American culture (Geo/C);
 - (B) describe the influence of enslavement on African American culture (Geo/C);
 - (C) identify the contributions of early African American literature, including the works of Jupiter Hammon and Phillis Wheatley (Geo/C);
 - (D) explain the origins and characteristics of different musical genres and traditions of African Americans (Geo/C); and
 - (E) describe the expanding influence of African American music through the work of performers such as the Fisk Jubilee Singers (Geo/C).
- (14) The student understands the influence of artistic expression on the African American experience and American culture from Reconstruction to the present. The student is expected to:
- (A) describe the development and influence of blues, ragtime, jazz, and hip hop music such as the achievements of composers Scott Joplin and James Reese Europe (Geo/C);
 - (B) describe how various African American expressions of dance forms such as tap dance, step dance, hip hop, and modern dance and the contributions of African American dancers such as the Dance Theater of Harlem, Katherine Dunham, Bill "Bojangles" Robinson, Alvin Ailey, and Misty Copeland have contributed to the shared identity of various groups (Geo/C);
 - (C) explain the lasting impact of the Harlem Renaissance on American culture and society such as the achievements of Louis Armstrong, Josephine Baker, Duke Ellington, Langston Hughes, Sargent Johnson, Jules Bledsoe, Paul Robeson, Augusta Savage, and James VanDerZee (Geo/C);
 - (D) describe the reactions to and the influence of selected works by African American authors such as *The Souls of Black Folk* by W.E.B. Du Bois, *Native Son* by Richard Wright, *Their Eyes Were Watching God* by Zora Neale Hurston, *Beloved* by Toni Morrison, and *Eyes on the Prize* by Henry Hampton (Geo/C);
 - (E) describe storytelling, literary, filmmaking, and visual arts contributions related to self-identity made by African Americans such as Oscar Micheaux, John T. Biggers, James Baldwin, Lorraine Hansberry, Amiri Baraka, Sidney Poitier, Maya Angelou, Faith Ringgold, August Wilson, bell hooks, Spike Lee, John Singleton, and Oprah Winfrey (Geo/C);
 - (F) describe how characteristics of African American history and culture have been reflected in various genres of art, music, film, theatre, visual arts, and dance (Geo/C); and
 - (G) analyze the impact of popular culture on African Americans during significant eras (Geo/C).
- (15) The student understands African American educational developments, achievements, and opportunities before and after the U.S. Supreme Court decision of *Brown v. Board of Education* (1954). The student is expected to:
- (A) describe the efforts to prevent the education of enslaved people and free African Americans, including anti-literacy laws (G/Civ, Geo/C);
 - (B) analyze the expansion of educational opportunities for African Americans, including the Freedman's Bureau, Rosenwald Schools, the Second Morrill Act (1890), the establishment of Historically Black Colleges and Universities, and the role of the National Pan-Hellenic Council (Divine 9) (H, G/Civ, Geo/C); and
 - (C) describe contemporary issues in education for African American students such as the school-to-prison pipeline, opportunity gaps, overrepresentation in special education, and underrepresentation in gifted and talented opportunities (G/Civ, Geo/C).

- (16) The student understands how African American achievements in science and technology have contributed to economic and social development in the United States. The student is expected to:
- (A) identify examples of how advances made by African civilizations in areas such as astronomy, mathematics, architecture, and engineering have contributed to science and technology in the United States (Geo/C);
 - (B) identify examples of how industrialization was influenced by African Americans over time (H, Geo/C); and
 - (C) describe the contributions of significant African American individuals to science, philosophy, mathematics, and technology such as Benjamin Banneker, George Washington Carver, Granville Woods, Mary Jackson, Katherine Johnson, Henrietta Lacks, Dorothy Vaughan, Mae Jemison, and Neil deGrasse Tyson (H, Geo/C).
- (17) The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:
- (A) analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions (S);
 - (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions (S);
 - (C) apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence (S);
 - (D) evaluate the validity of a source based on corroboration with other sources and information about the author, including points of view, frames of reference, and historical context (S); and
 - (E) identify bias and support with historical evidence a point of view on a social studies issue or event (S).
- (18) The student communicates in written, oral, and visual forms. The student is expected to:
- (A) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism (S); and
 - (B) use social studies terminology correctly (S).
- (19) The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
- (A) create a visual representation of historical information such as thematic maps, graphs, and charts (S); and
 - (B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases (S).
- (20) The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution (S).

ATTACHMENT IV
Text of Proposed New 19 TAC

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Subchapter D. Other Social Studies Courses

§113.127. Advanced Placement (AP) Business with Personal Finance (One Credit).

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2026-2027 school year.
- (b) General requirements. Students shall be awarded one credit for successful completion of this course. One-half credit may be used to meet the course requirement for personal financial literacy for state graduation and one-half credit may be used to meet elective course requirements.
- (c) Content requirements. Content requirements for Advanced Placement (AP) Business with Personal Finance are prescribed in the College Board Publication *Advanced Placement Course Description in Business with Personal Finance*, published by The College Board.

Commissioner's Comments

April 8, 2026

COMMITTEE OF THE FULL BOARD: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: This item provides an opportunity for the board to be briefed on current agenda items, agency operations, policy implementation, and public education-related legislation.

BOARD RESPONSE: Review and comment.

BACKGROUND INFORMATION AND JUSTIFICATION: On an as needed basis, the board will be briefed on significant public education issues and events.

Staff Member Responsible:

Tracy Young, Executive Director of Communications, Texas Education Agency

**Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum
(Second Reading and Final Adoption)**

April 10, 2026

COMMITTEE OF THE FULL BOARD: ACTION
STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item presents for second reading and final adoption a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum. The proposed amendment would update the list of high school courses for personal financial literacy and economics that are required to be offered to students to align with the requirements of House Bill (HB) 27, 89th Texas Legislature, Regular Session, 2025. No changes are recommended since approved for first reading.

STATUTORY AUTHORITY: Texas Education Code (TEC), [§§7.102\(c\)\(4\)](#), [28.002\(a\)](#), and [28.025\(b-1\)](#).

TEC, §7.102(c)(4), requires the State Board of Education (SBOE) to establish curriculum and graduation requirements.

TEC, §28.002(a), identifies the subjects of the required curriculum.

TEC, §28.025(b-1), requires the SBOE to determine by rule specific courses for graduation under the foundation high school program.

The full text of statutory citations can be found in the links above.

EFFECTIVE DATE: The proposed effective date of the proposed amendment is 20 days after filing as adopted with the Texas Register. Under TEC, §7.102(f), the SBOE must approve the rule action at second reading and final adoption by a vote of two-thirds of its members to specify an effective date earlier than the beginning of the 2026-2027 school year. The earlier effective date will enable districts to begin preparing for implementation of the revised course offering requirements.

PREVIOUS BOARD ACTION: The SBOE adopted 19 TAC Chapter 74, Subchapter A, effective September 1, 1996. Section 74.3 was last amended effective August 1, 2025. A discussion item regarding a proposed amendment to §74.3 was presented to the Committee of the Full Board at the November 2025 SBOE meeting. The SBOE approved for first reading and filing authorization the proposed amendment to §74.3 at the January 2026 SBOE meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: In accordance with statutory requirements that the SBOE establish curriculum and graduation requirements, the SBOE has identified high school courses that school districts must offer. For social studies, §74.3 requires school districts to offer United States History Studies Since 1877, World History Studies, United States Government, World Geography Studies, Personal Financial Literacy, Economics with Emphasis on the Free Enterprise System and Its Benefits, and Personal Financial Literacy and Economics.

The 89th Texas Legislature passed HB 27 in 2025, requiring students to successfully complete a one-half credit personal financial literacy course instead of the option to complete either a one-half credit

economics course or a one-half credit course in economics and personal financial literacy to satisfy the economics requirement under the Foundation High School Program. The bill changed the current one-half credit economics course to a one-credit course and permits students to select the third social studies credit required for graduation from economics, world geography, or world history. The bill also added new TEC, §28.025(b-24), requiring the SBOE to allow a student to comply with the personal financial literacy requirement by successfully completing an advanced placement course.

The attachment to this item reflects the text of a proposed amendment to §74.3 for consideration by the SBOE for second reading and final adoption. The proposed amendment would update the required secondary social studies course offerings in §74.3 to align with requirements of HB 27.

FISCAL IMPACT: No changes have been made to this section since published as proposed.

The Texas Education Agency (TEA) has determined that there are no additional costs to state or local government, including school districts and open-enrollment charter schools, required to comply with the proposal.

LOCAL EMPLOYMENT IMPACT: No changes have been made to this section since published as proposed.

The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code, §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: No changes have been made to this section since published as proposed.

The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis specified in Texas Government Code, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: No changes have been made to this section since published as proposed.

The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to Texas Government Code, §2001.0045.

TAKINGS IMPACT ASSESSMENT: No changes have been made to this section since published as proposed.

The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under Texas Government Code, §2007.043.

GOVERNMENT GROWTH IMPACT: No changes have been made to this section since published as proposed.

TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would limit an existing regulation by eliminating a course from the list of high school courses for social studies that are required to be offered to students.

The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not expand or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: No changes have been made to this section since published as proposed.

The proposal would ensure the course titles in the required curriculum align with titles in the Texas Essential Knowledge and Skills. There is no anticipated economic cost to persons who are required to comply with the proposal.

DATA AND REPORTING IMPACT: No changes have been made to this section since published as proposed.

The proposal would have no data and reporting impact.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: No changes have been made to this section since published as proposed.

TEA has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: Following the January 2026 SBOE meeting, notice of the proposed amendment was filed with the Texas Register, initiating the public comment period. The public comment period began February 27, 2026, and ended at 5:00 p.m. on March 30, 2026. No comments had been received at the time this item was prepared. A summary of public comments received will be provided to the SBOE prior to and during the April 2026 meeting. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in April 2026 in accordance with the SBOE board operating policies and procedures.

MOTION TO BE CONSIDERED: The State Board of Education:

Approve for second reading and final adoption the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum; and

Make an affirmative finding that immediate adoption of proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum, is necessary and shall have an effective date of 20 days after filing with the Texas Register. *(Per TEC, §7.102(f), a vote of two-thirds of the members of the board is necessary for an earlier effective date.)*

Staff Member Responsible:

Jessica Snyder, Senior Division Director, Curriculum Standards and Student Support

Attachment:

Text of Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum

ATTACHMENT
Text of Proposed Amendment to 19 TAC

Chapter 74. Curriculum Requirements

Subchapter A. Required Curriculum

§74.3. Description of a Required Secondary Curriculum.

- (a) (No change.)
 - (b) Secondary Grades 9-12.
 - (1) (No change.)
 - (2) A school district must offer courses listed in subparagraphs (A)-(J) of this paragraph, unless selection from a list of courses is specified, and maintain evidence that students have the opportunity to take these courses:
 - (A)-(C) (No change.)
 - (D) social studies-- ~~[United States History Studies Since 1877, World History Studies, United States Government, World Geography Studies, Personal Financial Literacy, Economics with Emphasis on the Free Enterprise System and Its Benefits, and Personal Financial Literacy and Economics;]~~
 - (i) United States History Studies Since 1877, United States Government, and Personal Financial Literacy; and
 - (ii) at least two additional social studies courses selected from Economics with Emphasis on the Free Enterprise System and Its Benefits, World Geography Studies, World History Studies, advanced level economics, world geography, world history, and personal financial literacy courses offered as dual credit as referenced in §74.11(i) of this title (relating to High School Graduation Requirements) or a course selected from §74.12(b)(4)(E) of this title (relating to Foundation High School Program);
 - (E)-(J) (No change.)
 - (3) The following requirements may be reduced to one by the commissioner of education upon application of a school district with a total high school enrollment of less than 500 students:
 - (A) the requirement to offer two additional science courses; and
 - (B) the requirement to offer two additional social studies courses ~~[both Economics with Emphasis on the Free Enterprise System and Its Benefits and Personal Financial Literacy and Economics]~~ .
 - (4)-(5) (No change.)
- (c) (No change.)

Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements, and §74.12, Foundation High School Program
(Second Reading and Final Adoption)

April 10, 2026

COMMITTEE OF THE FULL BOARD: ACTION
STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item presents for second reading and final adoption proposed amendments to 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements, and §74.12, Foundation High School Program. The proposed amendments would update high school graduation requirements to align with House Bill (HB) 27, 89th Texas Legislature, Regular Session, 2025, related to personal financial literacy, and Senate Bill (SB) 2314, 89th Texas Legislature, Regular Session, 2025, related to the Texas Higher Education Coordinating Board (THECB) direct admission program. Changes are recommended since published as proposed.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§7.102(c)(4); 28.025(a); (b-1)(4); (b-24), as added by HB 27, 89th Texas Legislature, Regular Session, 2025; and (c)(1); and 28.0257, as amended by SB 2314, 89th Texas Legislature, Regular Session, 2025.

TEC, §7.102(c)(4), requires the State Board of Education (SBOE) to establish curriculum and graduation requirements.

TEC, §28.025(a), requires the SBOE to determine by rule the curriculum requirements for the foundation high school program that are consistent with the required curriculum and requires the SBOE to designate specific courses that are required for the foundation high school program.

TEC, §28.025(b-1)(4), requires the SBOE to require that the curriculum requirements for the foundation high school program include a requirement that students successfully complete at least one-half credit in personal financial literacy.

TEC, §28.025(b-24), as added by HB 27, 89th Texas Legislature, Regular Session, 2025, requires the SBOE to allow a student to comply with the curriculum requirement for a one-half credit in personal financial literacy by successfully completing an advanced placement (AP) course designated by the SBOE as containing substantively similar and rigorous academic content.

TEC, §28.025(c)(1), permits a student to graduate and receive a diploma only if the student successfully completes the curriculum requirements identified by the SBOE under TEC, §28.025(a), and complies with TEC, §§28.0256, 28.0257, and 39.025.

TEC, §28.0257, as added by SB 2314, 89th Texas Legislature, Regular Session, 2025, requires a student to elect whether to opt in to allowing the THECB to share the student's data and education records, as necessary, with institutions of higher education to allow the student to participate in the direct admissions program established by THECB.

The full text of statutory citations can be found in the links above.

EFFECTIVE DATE: The proposed effective date of the proposed amendment is August 1, 2026. Under TEC, §7.102(f), the SBOE must approve the rule action at second reading and final adoption by a vote of two-thirds of its members to specify an effective date earlier than the beginning of the 2026-2027 school year. The earlier effective date will allow districts of innovation that begin school prior to the statutorily required start date to implement the proposed rulemaking when they begin their school year.

PREVIOUS BOARD ACTION: The SBOE adopted rules in 19 TAC Chapter 74, Subchapter B, to implement the Foundation High School Program effective July 8, 2014. The SBOE adopted amendments to Chapter 74, Subchapter B, effective August 22, 2016; August 27, 2017; August 27, 2018; August 1, 2019; August 1, 2020; August 1, 2022; and August 1, 2024. The SBOE last adopted amendments effective August 1, 2025. A discussion item regarding possible amendments to §74.11 and §74.12 was presented for discussion to the Committee of the Full Board during the November 2025 SBOE meeting. At the January 2026 meeting, the SBOE approved proposed amendments to §74.11 and §74.12 for first reading and filing authorization.

BACKGROUND INFORMATION AND JUSTIFICATION: The 89th Texas Legislature, Regular Session, 2025, passed HB 27, requiring students to successfully complete a one-half credit personal financial literacy course instead of the option to complete either a one-half credit economics course or a one-half credit course in economics and personal financial literacy to satisfy the economics requirement under the Foundation High School Program. The bill changed the current one-half credit economics course to a one-credit course and permits students to select the third social studies credit required for graduation from economics, world geography, or world history. The bill also added new TEC, §28.025(b-24), requiring the SBOE to allow a student to comply with the personal financial literacy requirement by successfully completing an AP course.

The 89th Texas Legislature, Regular Session, 2025, also passed SB 2314, amending the state graduation requirements in TEC, §28.025(c), to require students to elect whether to allow the THECB to share the student's data and education records, as necessary, with institutions of higher education to allow the student to participate in the direct admission program established by THECB.

Changes are recommended since approved for first reading and filing authorization. It is recommended that the SBOE maintain two sets of graduation requirements in social studies in §74.12(b)(4): one set that aligns with HB 27 requirements applicable to students entering Grade 9 in the 2026-2027 school year and one set that reflects the graduation requirements that will continue to apply to students who entered Grade 9 prior to the 2026-2027 school year. Additionally, staff identified the need to update cross references to rules that have been repealed or are proposed for repeal.

The attachment to this item reflects the text of proposed amendments to §74.11 and §74.12 for consideration by the SBOE for second reading and final adoption. The proposed amendments would update the high school graduation requirements to align with HB 27 and SB 2314. An additional amendment would clarify the applicability of the social studies graduation requirements to align with the statutory requirement that the change apply to students who enter Grade 9 in the 2026-2027 school year.

FISCAL IMPACT: No changes have been made to this section since published as proposed.

The Texas Education Agency (TEA) has determined that there are no additional costs to state or local government, including school districts and open-enrollment charter schools, required to comply with the proposal.

LOCAL EMPLOYMENT IMPACT: No changes have been made to this section since published as proposed.

The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code, §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: No changes have been made to this section since published as proposed.

The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis specified in Texas Government Code, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: No changes have been made to this section since published as proposed.

The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to Texas Government Code, §2001.0045.

TAKINGS IMPACT ASSESSMENT: No changes have been made to this section since published as proposed.

The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under Texas Government Code, §2007.043.

GOVERNMENT GROWTH IMPACT: No changes have been made to this section since published as proposed.

TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would expand an existing regulation by adding the requirement that students must elect whether to allow the THECB to share their academic data and education records with institutions of higher education for the direct admission program established by THECB.

The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not limit or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: No changes have been made to this section since published as proposed.

The proposal would create an additional option for students to satisfy high school graduation requirements for social studies and would support students to receive more immediate information regarding college admissions to make the college planning process easier. There is no anticipated economic cost to persons who are required to comply with the proposal.

DATA AND REPORTING IMPACT: No changes have been made to this section since published as proposed.

The proposal would have no data and reporting impact.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: No changes have been made to this section since published as proposed.

TEA has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: Following the January 2026 SBOE meeting, notice of the proposed amendments was filed with the Texas Register, initiating a public comment period. The public comment period began February 27, 2026, and ended at 5:00 p.m. on March 30, 2026. No comments had been received at the time this item was prepared. A summary of public comments received will be provided to the SBOE prior to and during the April 2026 meeting. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in April 2026 in accordance with the SBOE board operating policies and procedures.

MOTION TO BE CONSIDERED: The State Board of Education:

Approve for second reading and final adoption the proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements, and §74.12, Foundation High School Program; and

Make an affirmative finding that immediate adoption of proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements, and §74.12, Foundation High School Program, is necessary and shall have an effective date of August 1, 2026. *(Per TEC, §7.102(f), a vote of two-thirds of the members of the board is necessary for an earlier effective date.)*

Staff Member Responsible:

Jessica Snyder, Senior Division Director, Curriculum Standards and Student Support

Attachment:

Text of Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements, and §74.12, Foundation High School Program

ATTACHMENT
Text of Proposed Amendments to 19 TAC

Chapter 74. Curriculum Requirements

Subchapter B. Graduation Requirements

§74.11. High School Graduation Requirements.

- (a) To receive a high school diploma, a student entering Grade 9 in the 2014-2015 school year and thereafter must complete the following:
 - (1) in accordance with subsection (d) of this section, requirements of the Foundation High School Program specified in §74.12 of this title (relating to Foundation High School Program);
 - (2) testing requirements for graduation as specified in Chapter 101 of this title (relating to Assessment); and
 - (3) demonstrated proficiency, in Grade 8 or higher, as determined by the district in which the student is enrolled, in delivering clear verbal messages; choosing effective nonverbal behaviors; listening for desired results; applying valid critical-thinking and problem-solving processes; and identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.
- (b) Beginning with students enrolled in Grade 12 during the 2021-2022 school year, each student in Grade 12 must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA) before graduating from high school.
 - (1) A student may graduate under the Foundation High School Program without completing a financial aid application if:
 - (A) the student's parent or other person standing in parental relation submits a signed form, approved by the Texas Education Agency (TEA), indicating that the parent or other person declines to complete and submit the application or authorizes the student to decline to complete and submit the financial aid application;
 - (B) the student signs and submits the form described by paragraph (1) of this subsection on the student's own behalf if the student is 18 years of age or older or has been emancipated under Texas Family Code, Chapter 31; or
 - (C) a school counselor authorizes the student to decline to complete and submit the financial aid application for good cause, as determined by the school counselor.
 - (2) A school counselor may not indicate that a student has not complied with this subsection if the school district or open-enrollment charter school fails to provide the form described by paragraph (1)(A) of this subsection to the student or the student's parent or guardian.
- (c) Beginning with students enrolled in Grade 9 during the 2026-2027 school year, before graduating high school, a student must elect whether or not to allow the Texas Higher Education Coordinating Board (THECB) to share the student's data and education records, as necessary, with institutions of higher education to allow the student to participate in the direct admission program established by the THECB pursuant to TEC, §61.0511(b)(2). A student satisfies this requirement if:
 - (1) the student provides documentation that the student has established a profile on the My Texas Future website and elected to participate in the direct admission program;
 - (2) the student's parent or guardian submits a signed form authorizing the student to decline to complete and submit information necessary to participate in the program;

- (3) the student is 18 years or older or has had the disabilities of minority removed and signs and submits a form declining to complete and submit information necessary to participate in the program; or
- (4) a school counselor authorizes the student in writing to decline to complete and submit the information necessary to participate in the program.
- (d) ~~(e)~~ A school district shall clearly indicate the distinguished level of achievement under the Foundation High School Program, an endorsement, and a performance acknowledgment on the transcript or academic achievement record (AAR) of a student who satisfies the applicable requirements.
- (e) ~~(d)~~ A student entering Grade 9 in the 2014-2015 school year and thereafter shall enroll in the courses necessary to complete the curriculum requirements for the Foundation High School Program specified in §74.12 of this title and the curriculum requirements for at least one endorsement specified in §74.13 of this title (relating to Endorsements).
- (f) ~~(e)~~ A student may graduate under the Foundation High School Program without earning an endorsement if, after the student's sophomore year:
- (1) the student and the student's parent or person standing in parental relation to the student are advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements; and
 - (2) the student's parent or person standing in parental relation to the student files with a school counselor written permission, on a form adopted by ~~(the)~~ TEA, allowing the student to graduate under the Foundation High School Program without earning an endorsement.
- (g) ~~(f)~~ A student may earn a distinguished level of achievement by successfully completing the curriculum requirements for the Foundation High School Program and the curriculum requirements for at least one endorsement required by the Texas Education Code (TEC), §28.025(b-15), including four credits in science and four credits in mathematics to include Algebra II.
- (h) ~~(g)~~ An out-of-state or out-of-country transfer student (including foreign exchange students) or a transfer student from a Texas nonpublic school is eligible to receive a Texas diploma but must complete all requirements of this section to satisfy state graduation requirements. Any course credit required in this section that is not completed by the student before he or she enrolls in a Texas school district may be satisfied through the provisions of §74.23 of this title (relating to Correspondence Courses and Distance Learning) and §74.24 of this title (relating to Credit by Examination) or by completing the course or courses according to the provisions of §74.26 of this title (relating to Award of Credit).
- (i) ~~(h)~~ Elective credits may be selected from the following:
- (1) high school courses not required for graduation that are listed in the following chapters of this title:
 - (A) Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading);
 - (B) Chapter 111 of this title (relating to Texas Essential Knowledge and Skills for Mathematics);
 - (C) Chapter 112 of this title (relating to Texas Essential Knowledge and Skills for Science);
 - (D) Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies);
 - (E) Chapter 114 of this title (relating to Texas Essential Knowledge and Skills for Languages Other Than English);
 - (F) Chapter 115 of this title (relating to Texas Essential Knowledge and Skills for Health Education);
 - (G) Chapter 116 of this title (relating to Texas Essential Knowledge and Skills for Physical Education);

- (H) Chapter 117 of this title (relating to Texas Essential Knowledge and Skills for Fine Arts); and
- (I) Chapter 127 of this title (relating to Texas Essential Knowledge and Skills for Career Development and Career and Technical Education);
- ~~[(J) Chapter 130 of this title (relating to Texas Essential Knowledge and Skills for Career and Technical Education);]~~
- (2) state-approved innovative courses as specified in §74.27 of this title (relating to Innovative Courses and Programs);
- (3) Junior Reserve Officer Training Corps (JROTC)--one to four credits;
- (4) Driver Education--one-half credit; and
- (5) College preparatory English language arts or mathematics courses developed and offered pursuant to the TEC, §28.014.
- (j) ~~[(4)]~~ Courses offered for dual credit at or in conjunction with an institution of higher education that provide advanced academic instruction beyond, or in greater depth than, the essential knowledge and skills for the equivalent high school course required for graduation may satisfy graduation requirements, including requirements for required courses, advanced courses, and courses for elective credit as well as requirements for endorsements.
- (k) ~~[(4)]~~ A student may not be enrolled in a course that has a required prerequisite unless:
 - (1) the student has successfully completed the prerequisite course(s);
 - (2) the student has demonstrated equivalent knowledge as determined by the school district; or
 - (3) the student was already enrolled in the course in an out-of-state, an out-of-country, or a Texas nonpublic school and transferred to a Texas public school prior to successfully completing the course.
- (l) ~~[(4)]~~ A district may exempt a student from a specific career and technical education (CTE) course prerequisite for a CTE course that satisfies a mathematics or science credit if the district determines the student is not using the course to complete a CTE program of study.
- (m) ~~[(4)]~~ A district may award credit for a course a student completed without meeting the prerequisites if the student completed the course in an out-of-state, an out-of-country, or a Texas nonpublic school where there was not a prerequisite.
- (n) ~~[(m)]~~ A district shall allow a student who successfully completes AP Computer Science A or IB Computer Science Higher Level to satisfy both one advanced mathematics requirement and one languages other than English requirement for graduation.
- (o) ~~[(m)]~~ Each school district shall annually report to ~~[the]~~ TEA the names of the locally developed courses, programs, institutions of higher education, and internships in which the district's students have enrolled as authorized by the TEC, §28.002(g-1). ~~[The]~~ TEA shall make available information provided under this subsection to other districts. If a district chooses, it may submit any locally developed course for approval under §74.27 of this title as an innovative course.
- (p) ~~[(e)]~~ Each school district shall annually report to ~~[the]~~ TEA the names of cybersecurity courses approved by the board of trustees for credit and the institutions of higher education in which the district's students have enrolled as authorized by the TEC, §28.002(g-3). ~~[The]~~ TEA shall make available information provided under this subsection to other districts. If a district chooses, it may submit any locally developed course for approval under §74.27 of this title as an innovative course.
- (q) ~~[(p)]~~ A school district shall permit a student to comply with the curriculum requirements under the Foundation High School Program by successfully completing appropriate courses in the core curriculum of an institution of higher education (IHE). A student who has completed the core curriculum of an IHE in accordance with TEC, §61.822, as certified by the IHE in accordance with §4.28 of this title (relating to Core Curriculum):

- (1) is considered to have earned an endorsement by successfully completing the appropriate courses for that endorsement;
- (2) is considered to have earned a distinguished level of achievement under the Foundation High School Program; and
- (3) is entitled to receive a high school diploma.

§74.12. Foundation High School Program.

- (a) Credits. A student must earn at least 22 credits to complete the Foundation High School Program.
- (b) Core courses. A student must demonstrate proficiency in the following.
 - (1) English language arts--four credits. Two of the credits must consist of English I and II. (Students ~~who have not yet demonstrated~~ ~~[with limited English proficiency who are at the beginning or intermediate level of]~~ English language proficiency ~~[as defined by §74.4(d) of this title (relating to English Language Proficiency Standards).]~~ may satisfy the English I ~~and/or~~ ~~[and]~~ English II graduation requirements by successfully completing English I for Speakers of Other Languages ~~and/or~~ ~~[and]~~ English II for Speakers of Other Languages ~~, respectively~~.) A third credit must consist of English III, a comparable Advanced Placement (AP) English language arts course that does not count toward another credit required for graduation, or a comparable International Baccalaureate (IB) English language arts course that meets all the requirements in ~~§110.38 of this title (relating to English Language Arts and Reading, English III (One Credit), Adopted 2017)~~ ~~[§110.33 of this title (relating to English Language Arts and Reading, English III (One Credit), Beginning with School Year 2009-2010)]~~. A fourth credit may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following courses:
 - (A) English IV;
 - (B) Independent Study in English;
 - (C) Literary Genres;
 - (D) Creative Writing;
 - (E) Research and Technical Writing;
 - (F) Humanities;
 - (G) Public Speaking III;
 - (H) Communication Applications, which must be combined with another half credit from the other courses listed in subparagraphs (A)-(G) and (I)-(S) of this paragraph;
 - (I) Oral Interpretation III;
 - (J) Debate III;
 - (K) Independent Study in Speech;
 - (L) Independent Study in Journalism;
 - (M) Advanced Broadcast Journalism III;
 - (N) Advanced Journalism: Newspaper III;
 - (O) Advanced Journalism: Yearbook III;
 - (P) a comparable Advanced Placement (AP) English language arts course that does not count toward another credit required for graduation;
 - (Q) a comparable International Baccalaureate (IB) English language arts course that meets all the requirements in ~~§110.39 of this title (relating to English Language Arts and Reading, English IV (One Credit), Adopted 2017)~~ ~~[§110.34 of this title (relating to English~~

~~Language Arts and Reading, English IV (One Credit), Beginning with School Year 2009-2010]~~ ;

- (R) after the successful completion of English I, II, and III, a locally developed English language arts course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate that is developed pursuant to the Texas Education Code (TEC), §28.002(g-1);
 - (S) Business English; and
 - (T) a college preparatory English language arts course that is developed pursuant to the TEC, §28.014.
- (2) Mathematics--three credits. Two of the credits must consist of Algebra I and Geometry.
- (A) The additional credit may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following courses or a credit selected from the courses listed in subparagraph (B) of this paragraph:
 - (i) Mathematical Models with Applications;
 - (ii) Mathematical Applications in Agriculture, Food, and Natural Resources;
 - (iii) Digital Electronics;
 - (iv) Financial Mathematics;
 - (v) Applied Mathematics for Technical Professionals;
 - (vi) Accounting II;
 - (vii) Manufacturing Engineering Technology II; and
 - (viii) Robotics II.
 - (B) The additional credit may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following courses:
 - (i) Algebra II;
 - (ii) Precalculus;
 - (iii) Advanced Quantitative Reasoning;
 - (iv) Independent Study in Mathematics;
 - (v) Discrete Mathematics for Problem Solving;
 - (vi) Algebraic Reasoning;
 - (vii) Statistics;
 - (viii) a comparable AP mathematics course that does not count toward another credit required for graduation;
 - (ix) AP Computer Science A;
 - (x) IB Computer Science Higher Level;
 - (xi) Engineering Mathematics;
 - (xii) Statistics and Business Decision Making;
 - (xiii) Mathematics for Medical Professionals;
 - (xiv) Discrete Mathematics for Computer Science;

- (xv) pursuant to the TEC, §28.025(b-5), after the successful completion of Algebra II, a mathematics course endorsed by an institution of higher education as a course for which the institution would award course credit or as a prerequisite for a course for which the institution would award course credit. The Texas Education Agency (TEA) shall maintain a current list of courses offered under this clause; and
 - (xvi) after the successful completion of Algebra I and Geometry, a locally developed mathematics course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate that is developed pursuant to the TEC, §28.002(g-1).
 - (C) One credit of a two-credit IB mathematics course selected from Chapter 111 of this title (relating to Texas Essential Knowledge and Skills for Mathematics) may satisfy the additional mathematics credit.
- (3) Science--three credits. One credit must consist of Biology or a comparable AP or IB biology course.
 - (A) One credit must be selected from the following laboratory-based courses:
 - (i) Integrated Physics and Chemistry;
 - (ii) Chemistry;
 - (iii) Physics;
 - (iv) Physics for Engineering; and
 - (v) a comparable AP or IB chemistry or physics course that does not count toward another credit required for graduation.
 - (B) The additional credit may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following laboratory-based courses:
 - (i) Chemistry;
 - (ii) Physics;
 - (iii) Aquatic Science;
 - (iv) Astronomy;
 - (v) Earth Systems Science;
 - (vi) Environmental Systems;
 - (vii) Specialized Topics in Science;
 - (viii) a comparable AP science course that does not count toward another credit required for graduation;
 - (ix) Advanced Animal Science;
 - (x) Advanced Plant and Soil Science;
 - (xi) Anatomy and Physiology;
 - (xii) Medical Microbiology;
 - (xiii) Pathophysiology;
 - (xiv) Food Science;
 - (xv) Forensic Science;
 - (xvi) Biotechnology I;

- (xvii) Biotechnology II;
 - (xviii) Physics for Engineering;
 - (xix) Scientific Research and Design;
 - (xx) Engineering Design and Problem Solving;
 - (xxi) Engineering Science;
 - (xxii) pursuant to the TEC, §28.025(b-5), after the successful completion of physics, a science course endorsed by an institution of higher education as a course for which the institution would award course credit or as a prerequisite for a course for which the institution would award course credit. The TEA shall maintain a current list of courses offered under this clause;
 - (xxiii) a locally developed science course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate that is developed pursuant to the TEC, §28.002(g-1); and
 - (xxiv) one credit of a two-credit IB science course selected from Chapter 112 of this title (relating to Texas Essential Knowledge and Skills for Science).
- (C) Credit may not be earned for both physics and Physics for Engineering to satisfy science credit requirements.
- (4) Social studies--three credits.
- (A) One credit must consist of United States History Studies Since 1877.
 - (B) One-half credit must consist of United States Government.
 - (C) Beginning with students who enter Grade 9 in the 2026-2027 school year or later:
 - (i) one-half credit must be selected from the following:
 - (I) Personal Financial Literacy or;
 - (II) AP Business with Personal Finance; and
 - (ii) one credit must be selected from the following:
 - (I) World History Studies;
 - (II) World Geography Studies; or
 - (III) Economics.
 - (D) For students who entered Grade 9 prior to the 2026-2027 school year:
 - (i) one-half credit must be selected from the following:
 - (I) Economics with Emphasis on the Free Enterprise System and Its Benefits; or
 - (II) Personal Financial Literacy/Economics; and
 - (ii) one credit must be selected from the following:
 - (I) World History Studies; or
 - (II) World Geography Studies.
 - ~~[(C) One-half credit must be selected from the following:]~~
 - ~~[(i) Personal Financial Literacy; or]~~
 - ~~[(ii) AP Business with Personal Finance.]~~
 - ~~[(i) Economics with Emphasis on the Free Enterprise System and Its Benefits; or]~~

~~[(ii) Personal Financial Literacy/Economics.]~~

~~[(D) One credit must be selected from the following:]~~

~~[(i) World History Studies.]~~

~~[(ii) World Geography Studies.]~~ ~~[or]~~

~~[(iii) Economics with Emphasis on the Free Enterprise System and Its Benefits; or]~~

~~[(iv) [(iii)] [a comparable AP or IB world history or world geography course that does not count toward another credit required for graduation.]~~

(E) A comparable AP or IB social studies course selected from Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies) or an advanced level course offered as dual credit as referenced in §74.11(i) of this title (relating to High School Graduation Requirements) that does not count toward another credit required for graduation may satisfy a credit identified in subparagraphs (A), (B), (C), or (D) of this paragraph.

(5) Languages other than English (LOTE)--two credits.

(A) The credits may be selected from the following:

- (i) any two levels in the same language, including comparable AP or IB language courses that do not count toward another credit required for graduation; or
- (ii) two credits in computer programming languages, including computer coding, to be selected from Computer Science I, II, and III, AP Computer Science Principles, AP Computer Science A, IB Computer Science Standard Level, and IB Computer Science Higher Level.

(B) A single two-credit IB LOTE course may only satisfy one LOTE requirement.

(C) If a student, in completing the first credit of LOTE, demonstrates that the student is unlikely to be able to complete the second credit, the student may substitute another appropriate course as follows:

- (i) Special Topics in Language and Culture;
- (ii) World History Studies or World Geography Studies for a student who is not required to complete both by the local district;
- (iii) another credit selected from Chapter 114 of this title (relating to Texas Essential Knowledge and Skills for Languages Other Than English); or
- (iv) computer programming languages, including computer coding.

(D) The determination regarding a student's ability to complete the second credit of LOTE must be agreed to by:

- (i) the teacher of the first LOTE credit course or another LOTE teacher designated by the school district, the principal or designee, and the student's parent or person standing in parental relation;
- (ii) the student's admission, review, and dismissal (ARD) committee if the student receives special education services under the TEC, Chapter 29, Subchapter A; or
- (iii) the committee established for the student under Section 504, Rehabilitation Act of 1973 (29 United States Code, Section 794) if the student does not receive special education services under the TEC, Chapter 29, Subchapter A, but is covered by the Rehabilitation Act of 1973.

(E) A student, who due to a disability, is unable to complete two credits in the same language in a language other than English, may substitute a combination of two credits that are not being used to satisfy another specific graduation requirement selected from English

language arts, mathematics, science, or social studies or two credits in career and technical education for the LOTE credit requirements. The determination regarding a student's ability to complete the LOTE credit requirements will be made by:

- (i) the student's ARD committee if the student receives special education services under the TEC, Chapter 29, Subchapter A; or
 - (ii) the committee established for the student under Section 504, Rehabilitation Act of 1973 (29 United States Code, Section 794) if the student does not receive special education services under the TEC, Chapter 29, Subchapter A, but is covered by the Rehabilitation Act of 1973.
 - (F) A student who successfully completes a dual language immersion/two-way or dual language immersion/one-way program in accordance with §89.1210(d)(3) and (4) of this title (relating to Program Content and Design), §89.1227 of this title (relating to Minimum Requirements for Dual Language Immersion Program Model), and §89.1228 of this title (relating to Two-Way Dual Language Immersion Program Model Implementation) at an elementary school may satisfy one credit of the two credits required in a language other than English.
 - (i) To successfully complete a dual language immersion program, a student must:
 - (I) have participated in a dual language immersion program for at least five consecutive school years;
 - (II) achieve high levels of academic competence as demonstrated by performance of meets or masters grade level on both the mathematics and reading State of Texas Assessments of Academic Readiness (STAAR®) in English or Spanish, as applicable, in at least one grade level; and
 - (III) achieve proficiency in both English and a language other than English as demonstrated by scores of proficient or higher in the reading and speaking domains on language proficiency or achievement tests in both languages.
 - (ii) The second credit of a language other than English must be in the same language as the successfully completed dual language immersion program.
 - (G) A student who successfully completes a course in American Sign Language while in elementary school may satisfy one credit of the two credits required in a language other than English.
- (6) Physical education--one credit.
- (A) The required credit may be selected from one full credit or a combination of two half credits from two different courses from the following courses:
 - (i) Lifetime Fitness and Wellness Pursuits;
 - (ii) Lifetime Recreation and Outdoor Pursuits; and
 - (iii) Skill-Based Lifetime Activities.
 - (B) In accordance with local district policy, the required credit may be earned through completion of any Texas essential knowledge and skills-based course that meets the requirement in subparagraph (E) of this paragraph for 100 minutes of moderate to vigorous physical activity per five-day school week and that is not being used to satisfy another specific graduation requirement.
 - (C) In accordance with local district policy, credit for any of the courses listed in subparagraph (A) of this paragraph may be earned through participation in the following activities:

- (i) Athletics;
 - (ii) Junior Reserve Officer Training Corps (JROTC); and
 - (iii) appropriate private or commercially sponsored physical activity programs conducted on or off campus. The district must apply to the commissioner of education for approval of such programs, which may be substituted for state graduation credit in physical education. Such approval may be granted under the following conditions.
 - (I) Olympic-level participation and/or competition includes a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than physical education.
 - (II) Private or commercially sponsored physical activities include those certified by the superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.
- (D) In accordance with local district policy, up to one credit for any one of the courses listed in subparagraph (A) of this paragraph may be earned through participation in any of the following activities:
- (i) Drill Team;
 - (ii) Marching Band; and
 - (iii) Cheerleading.
- (E) All substitution activities allowed in subparagraphs (B)-(D) of this paragraph must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.
- (F) Credit may not be earned more than once for the courses identified in subparagraph (A)(i) and (iii) of this paragraph. Credit may not be earned more than twice for the course identified in subparagraph (A)(ii) of this paragraph. No more than four substitution credits may be earned through any combination of substitutions allowed in subparagraphs (B)-(D) of this paragraph.
- (G) A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit (English language arts, mathematics, science, or social studies) or a course that is offered for credit as provided by the TEC, §28.002(g-1), for the physical education credit requirement. The determination regarding a student's ability to participate in physical activity will be made by:
- (i) the student's ARD committee if the student receives special education services under the TEC, Chapter 29, Subchapter A;
 - (ii) the committee established for the student under Section 504, Rehabilitation Act of 1973 (29 United States Code, Section 794) if the student does not receive special education services under the TEC, Chapter 29, Subchapter A, but is covered by the Rehabilitation Act of 1973; or
 - (iii) a committee established by the school district of persons with appropriate knowledge regarding the student if each of the committees described by clauses (i) and (ii) of this subparagraph is inapplicable. This committee shall follow the same procedures required of an ARD or a Section 504 committee.

- (7) Fine arts--one credit.
- (A) The credit may be selected from the following courses subject to prerequisite requirements:
- (i) Art, Level I, II, III, or IV;
 - (ii) Dance, Level I, II, III, or IV;
 - (iii) Music, Level I, II, III, or IV;
 - (iv) Music Studies;
 - (v) Theatre, Level I, II, III, or IV;
 - (vi) Musical Theatre, Level I, II, III, or IV;
 - (vii) Technical Theatre, Level I, II, III, or IV;
 - (viii) IB Film Standard or Higher Level;
 - (ix) Floral Design;
 - (x) Digital Art and Animation; and
 - (xi) 3-D Modeling and Animation.
- (B) In accordance with local district policy, credit may be earned through participation in a community-based fine arts program not provided by the school district in which the student is enrolled. The district must apply to the commissioner of education for approval of such programs, which may be substituted for state graduation credit in fine arts. Approval may be granted if the fine arts program provides instruction in the essential knowledge and skills identified for a fine arts course as defined by Chapter 117, Subchapter C, of this title (relating to High School ~~[Adopted 2013]~~).
- (c) Elective courses--five credits. The credits must be selected from the list of courses specified in §74.11(g) or (h) of this title ~~[(relating to High School Graduation Requirements)]~~ or from a locally developed course or activity developed pursuant to the TEC, §28.002(g-1), for which a student may receive credit and that does not satisfy a specific course requirement.
- (d) Substitutions. No substitutions are allowed in the Foundation High School Program, except as specified in this chapter.

Approval of Required Parental Rights Training for District Trustees

April 10, 2026

COMMITTEE OF THE FULL BOARD: ACTION

STATE BOARD OF EDUCATION: ACTION

SUMMARY: Senate Bill (SB) 204, passed by the 89th Texas Legislature, Regular Session, 2025, requires the State Board of Education (SBOE) to require a trustee to complete training on the rights of a parent regarding the education of the parent's child. The SBOE, with assistance from the agency, must develop the curriculum and materials for the training. This item provides an opportunity for the board to approve the parental rights training curriculum developed by the SBOE, with assistance from the agency. Statutory authority is the Texas Education Code (TEC), §11.159(b-2), as added by SB 204, 89th Texas Legislature, Regular Session, 2025.

STATUTORY AUTHORITY: Texas Education Code (TEC), [§11.159\(b-2\)](#), as added by SB 204, 89th Texas Legislature, Regular Session, 2025.

TEC, §11.159(b-2) requires the SBOE to require a trustee to complete training on the rights of a parent regarding the education of the parent's child. The SBOE, with assistance from the agency, must develop the curriculum and materials for the training.

The full text of statutory citations can be found in the link above.

BACKGROUND INFORMATION AND JUSTIFICATION: This item provides an opportunity for the board to approve the parental rights training curriculum developed by the SBOE, with assistance from the agency. SB 204 requires that the training be made available by April 1, 2026.

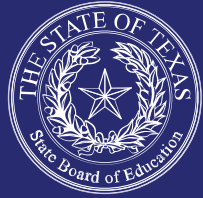
The SBOE has adopted continuing education requirements for school board members in 19 Texas Administrative Code (TAC) Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.4, Parental Rights Training for School Board Members. A first reading and filing authorization of the proposed new 19 TAC §61.4 to add parental rights training for school board members requirement was presented to the board during the January 2026 meeting. A second reading and final adoption of the proposed new 19 TAC §61.4 will be presented to the board for consideration at the April 2026 meeting. The proposed Parental Rights Training Curriculum was presented to the board during the February 2026 Special Called Meeting and the SBOE approved a motion to postpone the item to the regularly scheduled April 2026 meeting.

Staff Member Responsible:

Marian Schutte, Associate Commissioner, Authorizing and Policy

Attachment:

Proposed Parental Rights Training Curriculum



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SBOE: Parental Rights Training for Trustees

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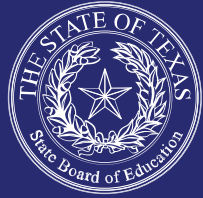
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Introduction



Parental Rights Training Requirement

- SB 204 of the 89th Regular Legislative Session requires the State Board of Education to require trustees to complete training on the rights of a parent regarding the education of the parent's child.
- No later than September 1, 2026, trustees who took the oath of office before January 1, 2026 shall complete the SBOE's training for trustees on parental rights in education.
- The State Board of Education is currently adopting rules that govern education for school board members to reflect these new training requirements. Board members should be sure to consult 19 TAC Chapter 61. School Districts for any additional requirements and expectations.

Training Content

- The following training serves to provide a foundational understanding for trustees regarding parental rights and to meet the trustee training statutory requirement.
- The training is not exhaustive of all federal and Texas statutes that address parental rights or board of trustee requirements. Trustees should always consult legal counsel when addressing specific student and parent issues.



Training Structure

- The training has been structured to cluster and align information about specific parental rights into like topic areas.
- As appropriate, the training features likely scenarios that a trustee might face.
- The training also features two case studies based on actual parent-directed appeals to the commissioner.

Knowledge Checks

- At the end of each section, training participants must complete a required knowledge check that may feature both fact-based questions and scenario-based questions.
- Each knowledge check consists of multiple-choice questions covering the content from the previous section.



- Texas law recognizes that parents are the most important voice in a child's education. It reinforces that students do best when parents and families are informed, involved, and respected. Parents are partners with educators, administrators, and boards of trustees in their children's education.
- Through this training, trustees, prospective trustees, and interested members of the public will learn about specific parental rights that have been codified in federal and state law and state administrative code. However, parental rights are not solely a creation of statute. Parental rights are inherent rights that have been upheld by the United States Constitution and the Supreme Court of the United States, the Texas Constitution and the Supreme Court of Texas, and the laws of Texas.



Texas has several laws that establish and affirm parental rights. The Texas Constitution establishes a duty of the Legislature to establish an efficient system of free public schools with the consideration that a general diffusion of knowledge is essential to the preservation of the liberties and rights of the people.

Texas Constitution – Article VII. Section 1. Support and Maintenance of System of Public Free Schools

A general diffusion of knowledge being essential to the preservation of the liberties and rights of the people, it shall be the duty of the Legislature of the State to establish and make suitable provision for the support and maintenance of an efficient system of free public schools.



Texas Education Code describes the mission of public education in the state and further details that access to quality education enables Texas children to achieve their potential. It also states that parental involvement in the school is essential for the maximum educational achievement of a child.

Texas Education Code 4.001. Public Education Mission and Objectives

(a) The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.



SB 12, 89th Regular Legislative Session, also added additional clarification related to prohibitions regarding the infringement of parental rights.

Texas Education Code 1.009. Infringement of Parental Rights Prohibited.

The fundamental rights granted to parents by their Creator and upheld by the United States Constitution, the Texas Constitution, and the laws of this state, including the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the parent's child under Section 151.001, Family Code, may not be infringed on by any public elementary or secondary school or state governmental entity, including the state or a political subdivision of the state, unless the infringement is:

- (1) necessary to further a compelling state interest, such as providing life-saving care to a child; and
- (2) narrowly tailored using the least restrictive means to achieve that compelling state interest.

Introduction: Texas Laws Establishing Parental Rights



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Texas Education Code also establishes an entire chapter devoted to outlining parental rights and responsibilities. This chapter provides specific direction to boards of trustees and their role in protecting parental rights.

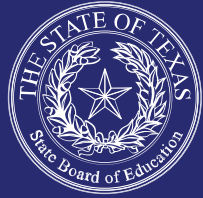
Texas Education Code 26. Parental Rights and Responsibilities

(a) As provided under Section 151.001, Family Code, a parent has the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the child without obstruction or interference from this state, any political subdivision of this state, a school district or open-enrollment charter school, or any other governmental entity.

(a-1) Parents are partners with educators, administrators, and school district boards of trustees in their children's education. Parents shall be encouraged to actively participate in creating and implementing educational programs for their children.

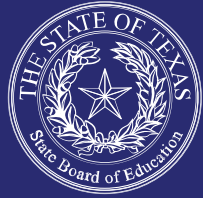
(b) The rights listed in this chapter are not exclusive. This chapter does not limit a parent's rights under other law.

(c) Unless otherwise provided by law, a board of trustees, administrator, educator, or other person shall comply with Section 1.009 and may not limit parental rights or withhold information from a parent regarding the parent's child.



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Knowledge Check 1



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Parental Rights Regarding School Options



- Parents have the right to choose the best educational environment for their child. This includes choosing a public school or private school including home school programs. Parents may be eligible for funding to support this choice through educational savings accounts. Texas law supports a parent's role in making this important decision.

Traditional Public School Enrollment

- A child has the right to attend public school in the district where they live, as long as they are between 5 and 21 years old on September 1 of that school year. If a child doesn't live with a parent or guardian full-time, they can still attend school in a district if their legal guardian or conservator lives in the district.
- No tuition can be charged for eligible students.
- Schools must have fair policies to waive fees or deposits if families cannot afford them.

Special Cases:

- Active-duty members of a foreign military stationed in Texas have the right to request that their child be enrolled in school if they will turn the required age during the school year.
- If a child has earned a high school equivalency certificate, they still have the right to enroll in public school if they would otherwise be eligible.



Charter Schools

Texas created public charter schools to give families more choices within the public school system. Most charter schools in Texas are called open-enrollment charter schools. These schools are granted and overseen by the commissioner of education.

- Any student who lives in Texas may apply though the school may limit enrollment to specific geographic boundaries.
- Each school must have a clear admissions and enrollment policy.
- The policy must include:
 - An application window; and
 - A lottery process or fill available spots in the school in the order in which applications are received if more students apply than there are available seats.

District-Authorized Charter Schools and Texas Partnerships (SB 1882)

Some charter schools are approved by local school districts. In these cases:

- A charter may be granted if a petition is signed by:
 - A majority of the parents of students at the campus, and a majority of the classroom teachers at the campus.
- The school board must take a public vote to approve or deny the charter.



District-Authorized Charter Schools (Continued)

If a school district creates a new charter campus or program:

- A child cannot be assigned to it without parent permission
- A parent may remove their child from the campus or program at any time.

Charter schools must post clear and helpful information on their websites so families can make informed choices. This must include:

- What kinds of support services are available for students
- How students are selected or enrolled
- Annual performance and enrollment data, including how different groups of students are doing
- The school's board-approved budget

Relevant Texas Education Code: TEC §12.001, TEC §12.052, TEC §12.0521

Relevant Texas Administrative Code: 19 TAC 100.1207



Virtual and Hybrid Schooling

Public schools must allow students to take virtual or hybrid courses offered by school districts or charter schools. A school can only deny enrollment in a virtual course if:

- It doesn't fit a child's graduation plan.
- It doesn't meet college or career goals.
- It's outside the enrollment period.
- The course is too expensive.

If a course is denied, the school must explain why in writing and tell parents how to appeal the decision. Schools cannot pressure students to take or avoid virtual courses. A public school may decline to pay for more than three courses but that does not limit the ability of a student to enroll in additional courses if the student or family wishes to pay for these additional courses.

At the time that a public school informs students and parents about courses that are offered in the school, parents have the right to be notified about the option to enroll in virtual or hybrid courses offered by their public school or district or any other district or school in the state. These courses may be offered through the Texas Virtual School Network (only through the 26-27 school year) or any other school district or charter school.

- TEA publishes a list of these courses on its website which includes information on:
 - Whether the course is available to students enrolled outside of the district or school;
 - The cost of the course; and
 - Information about third-party providers who are involved in the delivery of the course.



Local Remote Learning Options

Parents may also choose a variety of remote instruction options that may be available to them.

These options include :

- Remote or hybrid dropout recovery programs
- Remote conferencing – remote instruction in which a student at an off-campus location is able to virtually participate in classes provided by a teacher on the student’s campus.
- Remote homebound instruction through the General Education Homebound (GEH) Program or Compensatory Education Home Instruction (CEHI) program
- Remote homebound instruction for students receiving special education services

Relevant Texas Education Code: TEC §29.081

Relevant Texas Administrative Code: 19 TAC §129.1025



Texas Education Freedom Accounts

In 2025, the Texas legislature created the Education Savings Account (ESA) Program, named the Texas Education Freedom Accounts (TEFA), to help eligible families pay for approved education costs outside of the public school system. This gives families more flexibility in choosing educational services that meet their child's needs. The ESA program will begin with the 2026-2027 school year.

- To be eligible, a child must be a citizen and eligible to enroll in a Texas public school.
- Parents must apply through a certified educational assistance organization. However, applying does not guarantee participation.
- If there are more applicants than available spots, the organization will use a lottery system to select students, following a specific order of priority.
- A student may begin participating in the semester following approval.

If accepted into the program, parents receive a handbook which explains:

- What types of expenses are allowed under the program
- A list of approved providers and vendors
- How to apply for and manage program funds
- The responsibilities of program participants.

Relevant Texas Education Code: TEC §29.355, TEC §29.356, TEC §29.360



State Supported Options for Students Who are Blind or Deaf

When deciding what school setting is best for their child, it's important for parents to know that Texas offers specialized state schools and services for students who are deaf, hard of hearing, blind, or visually impaired. These schools are statewide resources that support students, families, and local schools.

Texas School for the Blind and Visually Impaired (TSBVI)

If a child is blind or visually impaired, a parent doesn't have to enroll them at TSBVI to benefit from its resources. TSBVI serves as a statewide support center and offers:

- Access to Curriculum and Learning Materials
 - Parents can request reference and curriculum materials developed by TSBVI to support their child's learning at home or in their local school.
- Training and Support for Families
 - TSBVI provides training, consultation, and technical assistance to parents and educators across Texas.

School districts must inform parents about TSBVI's programs, including who qualifies, how to apply, and what rights parents have.

Relevant Texas Education Code: TEC § 30.004, TEC § 30.021



Texas School for the Deaf (TSD)

If a child is deaf or hard of hearing, parents have the right to ask for their child to be considered for admission to TSD through the child's Admission, Review, and Dismissal (ARD) committee. TSD offers a language-rich environment and specialized instruction.

In addition, Texas has a statewide plan to help students who are deaf or hard of hearing stay in their home communities. This includes:

- Local and Regional Options
 - Students can receive a free and appropriate public education in their local school district or through a nearby regional day program.
- Family Support and Counseling
 - Parents are entitled to support services and counseling as part of this statewide plan.

School districts must provide parents with information about these options and how to access them.

Relevant Texas Education Code: TEC § 30.002, TEC § 30.057, TEC § 30.083



Public Early Childhood Education Options

Texas has several free or low-cost early childhood education programs to help young children get ready for school. These programs are offered through public schools and other approved providers. Some of the main options include:

- Pre-Kindergarten (Pre-K): Free for eligible 3- and 4-year-olds. Eligibility is usually based on things like family income, language spoken at home, or if the child is in foster care or has a parent in the military.
- Head Start and Early Head Start: Free programs for children from low-income families that offer learning, health, and family support services.
- Early Childhood Special Education (ECSE): Services for children ages 3–5 who have disabilities.
- Partnership Programs: Some public schools work with local childcare centers to offer high-quality early learning in more places.

If a parent enrolls their child in a government-funded childcare or early education program, the provider must give helpful information to parents. This includes:

- What good early learning programs look like, and
- Signs that show a parent that their child is ready for kindergarten.

If the provider doesn't have this information on hand, they must tell provide parents information on where to find it through appropriate phone numbers or websites or refer the parent to a local resource agency.



Choosing or Changing Schools or Districts

- A parent can request that the board of trustees transfer their child to a different school within the district or object to the school to which their child has been assigned.
- Any parent of a child who is eligible for enrollment and under 21 years of age may apply to transfer to another district. The receiving district must agree and approve the transfer in writing.

Public Education Grant

- If their home district has received an unacceptable performance rating, a parent may apply to send their child to another district using a Public Education Grant. The receiving district may accept or reject applications but cannot discriminate based on race, ethnicity, academic achievement, athletic ability, language proficiency, sex, or socioeconomic status. If more applications are received than available spots, the district must use a lottery. Districts with unacceptable ratings must notify parents about the availability of these grants.

Victims of Sexual Offenses

If a child has been the victim of a sexual offense by another student, a parent has the right to request a school transfer to help ensure their safety and emotional well-being. They may ask for:

- Their child to be moved to a different campus within the district, or
- A transfer to a neighboring school district (if there's only one campus in the district for their child's grade level).
- If a child prefers to stay at their current school, the district must instead transfer the student who engaged in the harmful conduct to another campus or to an alternative education program.
- The district is required to approve the request and work with parents to find a placement that supports their child's needs.



Victims of Bullying

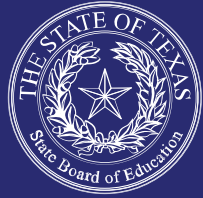
If a child has experienced bullying at school, parents have the right to ask for them to be moved to a different classroom or even a different campus within the district. The school board (or someone they designate) must first confirm that bullying occurred. Once confirmed, the board is required to approve a parent's request for a transfer.

- The school may also choose to move the student who engaged in the bullying to another classroom or campus. If that happens, the school will consult with that student's parent or guardian before making the change.

Peace Officers and Military Families

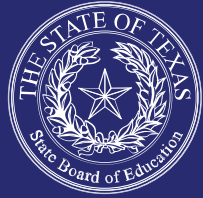
- Peace officers and members of the military can request that their child be transferred to another campus or district. The district must approve the transfer if there is an agreement in place with the receiving district.

Relevant Texas Education Code: *TEC §25.001, §25.0342, TEC §25.0344*



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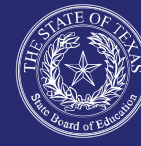
Knowledge Check 2



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Parental Rights Regarding Course of Study and Supplemental Services

Parental Rights Regarding Course of Study and Supplemental Services



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Classroom Placement

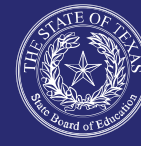
- Parents have the right to meet with the principal or another administrator with authority to request a change in their child's class or teacher, as long as it doesn't affect another student's placement. Tex. Educ. Code § 26.003(a)(2).
- Parents of twins or other multiple-birth siblings can ask for them to be placed in the same classroom or in separate ones. This request must be made in writing within 14 days of when they start school. The district must follow a parent's request unless it would require creating an extra class. If the placement turns out to be disruptive, the principal can make a change after the first grading period.
- If a child doesn't pass a required state test, parents have the right to ask that their child be placed with a specific teacher in that subject the following school year.

Support for Military Families

- If a military family moves to a new school district, they have special rights to help make the transition easier.
- If official school records aren't available right away, the district must provide unofficial records to help with enrollment and placement.
- Military dependents are also entitled to extra support when transferring between schools, such as help with enrollment, class placement, and staying on track to graduate.

Relevant Texas Education Code: TEC §25.043, TEC §26.003, TEC §28.0211

Parental Rights Regarding Course of Study and Supplemental Services



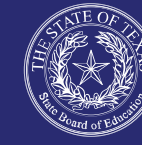
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Notification about Extra Instruction and Support

Parents have the right to know when their child qualifies for additional learning opportunities or support services. These may include:

- **Help with learning difficulties:** If a child gets extra help at school for learning difficulties, the district must let parents know. This applies to all students who are not in special education. The notice will explain what kind of help their child is getting and how the school plans to support them.
- **College readiness support:** If a 12th-grade student's test scores or classwork suggest they may not be ready for college-level courses, the district must notify parents about available college prep classes in math and English.
- **Math enrichment:** If a child qualifies, the district must inform parents about after-school or summer math programs that provide extra instruction.
- **Tutoring grants:** If a child is eligible for reading support or accelerated instruction, the school must notify parents about tutoring grants.
- **Accelerated Education Plans:** If a child does not pass state assessments for two years in a row, the district must create an Accelerated Education Plan. This plan may include extra instructional time, a specific teacher, or other academic resources. Parents receive a copy of the plan and have the right to contest its content and/or how it's being implemented. If the district denies a request, it must explain why in writing. Parents may also choose to modify or remove the supplemental instruction, but districts cannot pressure parents to do so. If the instruction is provided in a group of more than four students, parental consent is required.

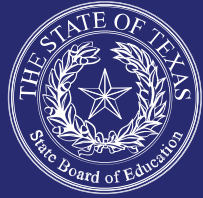
Relevant Texas Education Code: TEC §26.0081, TEC §28.014, TEC §28.0211, TEC §29.088



Notification about Student Performance and Parent-Teacher Conferences

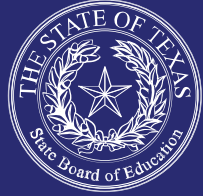
- School districts shall adopt policies regarding parent-teacher conferences.
 - Districts must provide for at least two opportunities for in-person conferences during the school year between each parent of a child enrolled and their teachers
- School districts must provide written notice to parents at least once every 12 weeks regarding student performance in each class or subject.
- School districts must provide written notice to parents at least once every 3 weeks or during the fourth week of each nine-week grading period if a student's performance in a subject in the foundation curriculum is consistently unsatisfactory.
- Both notices must provide for the signature of the parent and be returned to the district.

Relevant Texas Education Code: TEC §28.022



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Knowledge Check 3



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Parental Rights Regarding State Standards and Assessments



Texas Essential Knowledge and Skills (TEKS)

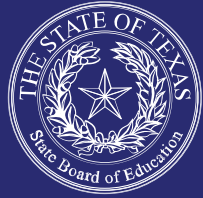
- Public schools are required to follow the Texas Essential Knowledge and Skills (TEKS) when adopting and implementing their curricula.
- Parents have the right to participate in the development and updating of the TEKS through the Texas State Board of Education's adoption processes.
- Parents may also attend and speak at Texas State Board of Education meetings through the public comment process.

Relevant Texas Education Code: TEC § 7.110

Assessments

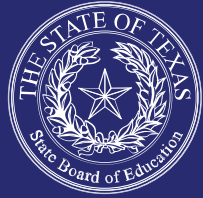
- Parents are entitled to access a copy of each state assessment instrument that their child takes.
- Parents are entitled to the results of each state assessment that their child takes.

Relevant Texas Education Code: TEC §26.005, TEC §39.303



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Knowledge Check 4



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Parental Rights Regarding Instructional Materials and Library Materials

Parental Rights Regarding Instructional Materials and Library Materials



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Instructional Materials

Parents have the right to be involved in their child's education related to instructional materials in multiple ways:

- Attend public meetings: Boards of trustees are required to select instructional materials in an open meeting and provide notice of this meeting.
- See what's being taught: Parents can review all the materials their child's teacher uses like textbooks, teacher guides, tests (after they are administered), videos, and more. They can also watch virtual lessons and ask for login access to online learning platforms.
- Get lesson plans or syllabi: Parents are entitled to a copy of their child's teacher's lesson plans or course syllabus for each class.
- Give feedback on free learning materials: If their child's school uses open-source materials (called Open Education Resources), they can review them and share feedback.
- Access the Instructional Materials Parent Portal: Parents have the right to use a parent portal to review materials provided by any organization that supplies instructional materials reviewed by the state. This portal gives access to materials used in schools except for tests or exams.
- School boards must establish a process where parents may request, through a student's registration form, an instructional material review for a subject area for the student's grade level.

Relevant Texas Education Code: TEC §26.006; TEC §26.0061, TEC §26.0062, TEC §31.072, TEC §31.154



Scenario: After working with their 5th grade student on their math homework, a parent has concerns about the rigor of their child's math curriculum. The parent along with other families submits a petition to the board of trustees in October for a local review of their child's 5th grade math materials. The board of trustee's next meeting is in early December.

Board of Trustees Actions:

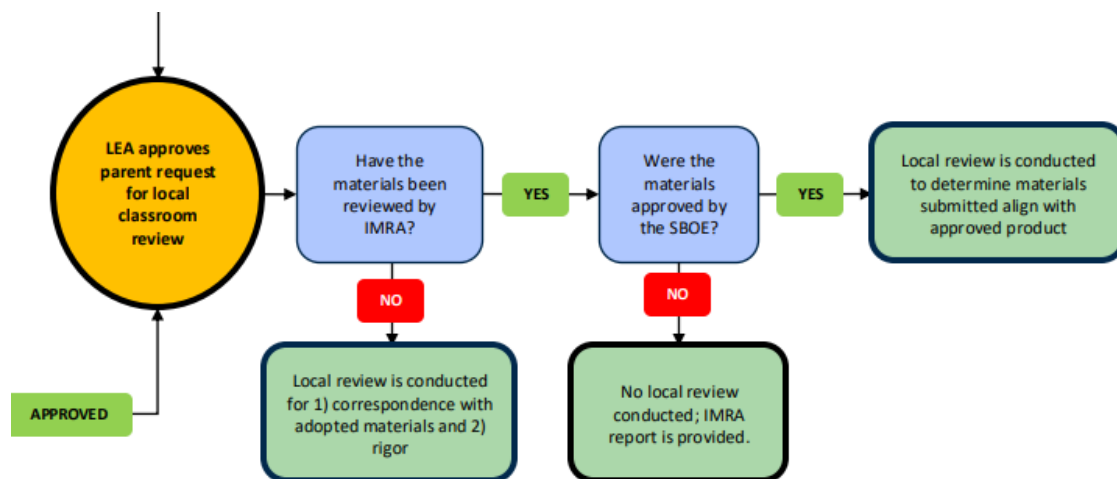
- Establish a process: districts must have established a process where a parent may request an instructional material review.
- Determine that the petition was received in the submission window: September 1 to the last day of instruction.
- Require parent petitions to include: the student assignment, grade level, content area, campus name, and teacher name
- Determine how many parents submitted a petition: depending on the percentage of parents at a campus that submitted a request for a review, the district has specific responsibilities
- If a review is warranted, consider the parent petition at the December board meeting as it's the regular board meeting that allows proper posting immediately following the submission of the petition.
- If a review is approved, contact the SBOE member representing the district within one week of the decision to approve the review and within one week after receiving the final report
- Establish an appeal process for parents if a petition for local review is denied by the board of trustees.

Scenario: Local Classroom Review



District Actions:

- District staff determine if the materials have been reviewed by the State Board of Education's Instructional Materials Review and Approval (IMRA) process. If not reviewed by IMRA, then the local review is conducted.
- If the materials were reviewed by IMRA and approved by the SBOE, a local review is conducted to determine materials submitted align with the approved product.



District Actions:

- District must then publish local classroom review reports including all the materials that were submitted for review. The reports should be published on websites within 10 days of receiving the report.

District Longhorn ISD	Campus Longhorn Intermediate	Unique ID PARE-9432
Subject English Language Arts and Reading	Grade Level Grade 4	Report Type Parent Request

Local Classroom Review Summary:

Alignment to District Adopted Materials	Yes
Meet Expectations for Grade-Level Rigor	Yes

The instructional materials submitted for the local classroom review are aligned to the district-approved materials and meet the expectations for grade-level rigor.

English Language Arts K-3 Foundational Skills Rubric Section	Rigor Review Summary
Phonics Compliance	Not Scored
TEKS Alignment	Not Scored
Foundational Skills	Not Scored

English Language Arts K-3 Reading Comprehension Rubric Section	Rigor Review Summary
TEKS Alignment	Not Scored
Text Complexity	Not Scored
Knowledge and Coherence	Not Scored
Text-based Responses	Not Scored

English Language Arts 4-8 Reading Comprehension Rubric Section	Rigor Review Summary
TEKS Alignment	Yes

Parental Rights Regarding Instructional Materials and Library Materials

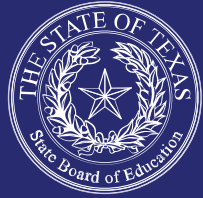


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Library Materials

- A school district must provide parental access to the catalog of available library materials at each school library in the district. Parents may submit a physical or electronic list of library materials that their child may not be allowed to access which the district must enforce.
- Parents must be able to access their student's library records in a way that allows a parent to see each time their child checks out or otherwise uses a library material outside of the school library.
- A district must establish a local school library advisory council if parents of 10 percent of the district's students or 50 or more parents of enrolled students present a petition to the board. If established, the district must consider the recommendations of the council before adding library materials, removing library materials subject to a specific challenge, or making changes to school library catalog policies or guidelines. A majority of the voting members of the council must be parents of enrolled students and who are not employed by the district.
- A parent may challenge any library material using a specific form. The board must take action on the challenge at the first open meeting held after the 90th day after the challenge is received or after the local school library advisory council has made a recommendation. The district must prohibit students from accessing the library material until it responds to the challenge.

Relevant Texas Education Code: TEC §33.023, TEC §33.024, TEC §33.025, TEC §33.027



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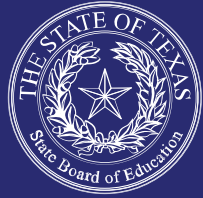
Case Study 1

Case Study 1: Parent v Lovejoy ISD



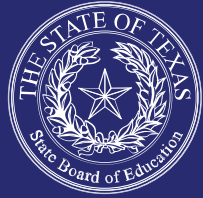
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- **The following case study represents an actual situation that occurred in a Texas school district regarding library materials.**
- Please read the Decision of the Commissioner Order for: Parent v Lovejoy Independent School District Docket No. 073-R10-08-2024.
- As you read, make sure to take note of:
 - The Requirements for School Districts Related to Library Collection Development Policies
 - The District's Policies Related to Review of Materials
 - The Ultimate Result and Order of the Commissioner
- **After reading, complete the Knowledge Check for this section.**



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Knowledge Check 5



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Parental Rights Regarding Grade, Class Rank, and Attendance

Parental Rights Regarding Grade, Class Rank, and Attendance Information



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Grading Policy

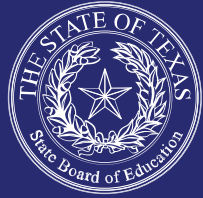
- Before each school year, a school district must adopt a grading policy that describes how grades for class assignments and examinations will be awarded.

Class Rank

- The commissioner of education is required to develop a standard way of calculating grade point average (GPA) that districts must use. A GPA is used to help develop students' class ranking. School districts must share with junior-level students and their parents which percentile rankings will qualify students for automatic admission to state universities.

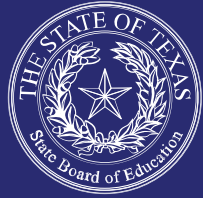
Compulsory Attendance

- Parents may exempt their child from attendance requirements if they are at least 17 years old, have parent permission, and the child is attending a course to prepare for the high school equivalency exam (e.g., the GED).
- School districts must excuse absences for:
 - Religious holy days, court appearances, medical or dental appointments, serious or life-threatening illness with a school-provided form
- Parents may also:
 - Request that their child be excused for 1 to 5 hours per week to attend religious instruction. The student is still responsible for missed work.
 - Remove their child from a class or activity that conflicts with their religious or moral beliefs by submitting a written request to the teacher.



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Knowledge Check 6



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Parental Rights Regarding Student Promotion, Retention, and Graduation

Parental Rights Regarding Student Promotion, Retention, and Graduation



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Promotion

- Students may be promoted only based on academic achievement or demonstrated proficiency of the subject matter of the course or grade level.

Retention

- Parents have the right to ask that their child repeat a grade or retake a course if they believe it's in their child's best interest. Schools must consider this request, and, in most cases, parents have the final say if they participate in required meetings.
- If the district doesn't agree with the request to retain a child, the district must convene a retention committee that includes the child's parent. If a parent attends the retention committee meeting, the parent decides whether or not the student is retained or retakes a grade or course and the district must abide by this decision. If a parent doesn't attend the meeting, a child may not be retained.

Pre-K Through Eighth Grade

- Parents may request in writing that their child repeat a grade they were in last year, including pre-K and kindergarten.

High School Courses

- Parents may request in writing that their child to retake a high school course they took last year unless they've already met all the requirements to graduate.

Relevant Texas Education Code: TEC §28.021, TEC §28.02124

Parental Rights Regarding Student Promotion, Retention, and Graduation



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Graduation

Personal Graduation Plan

- Every high school student must have a Personal Graduation Plan, and parents have the right to help create it. Districts must review plans with parents and their child in 9th grade, and they must also inform parents if anything changes later.

Tracking Graduation Progress Online

- Parents have the right to see how their child is progressing toward graduation through an online portal provided by the state. This portal gives parents easy access to their child's test scores and other important information, so they can stay informed and support them as they work toward earning their diploma.

Information for New High School Students

- If a child joins a new high school in grades 9–11, the school must give parents information about graduation requirements and the Texas First Scholarship Program.

My Texas Future Notification

- When a child registers for high school and has earned at least three high school course credits, a district must notify parents about the option to create or update a My Texas Future profile. This is a free online tool that helps students explore college and career options.

Individual Graduation Committees

- If an 11th or 12th grader doesn't pass a required test, the district must form an Individual Graduation Committee to decide if they can still graduate. Parents are a required member of that committee, and if parents need a translator, the district must provide one.

Parental Rights Regarding Student Promotion, Retention, and Graduation



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Graduation (Continued)

Opting Out of Algebra II for Graduation

- A student doesn't have to take Algebra II to graduate. The district must inform parents of this by mail or email and explain how skipping it might affect college or career options.

Graduating without an Endorsement

- Students can graduate without a special endorsement (like STEM, Arts, or Business), but only if parents have been informed about the benefits of earning one and have signed a form giving permission to do so.

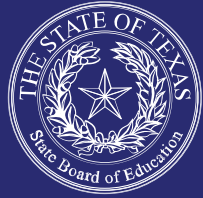
Requesting a Diploma After a Student's Death

- If a child passes away during their senior year, parents can ask the district to award them a diploma in their memory.

Early Graduation and Ceremony Participation

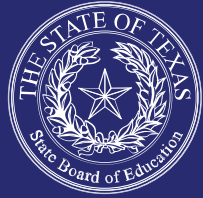
- If a child meets all graduation requirements early, they have the right to graduate ahead of schedule. Parents have the right to request that their child participate in their graduation ceremony when they finish, even if the child finishes before the end of the school year.

Relevant Texas Education Code: TEC §28.02121, TEC §28.02123, TEC §28.025, TEC §28.0253, TEC §28.0254, TEC §28.0257, TEC §28.0258, TEC §32.258, TEC §61.0511



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Knowledge Check 7



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Parental Rights Regarding Clubs, Organizations, and Religious Groups

Parental Rights Regarding Student Participation in Clubs, Organizations, and Religious Groups



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School-Sponsored Clubs

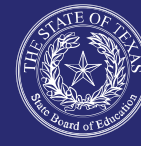
- A parent must provide written consent before their child may join a school- or district-sponsored student club.
- Districts may not authorize or sponsor a student club based on sexual orientation or gender identity.

Rights Related to Religious Expression and Groups

- Children have the right to express their religious beliefs at school.
- Students are allowed to form religious clubs or groups like other noncurricular student groups.
- If a district offers a time for prayer or reading religious texts during the school day, written permission is required from parents before a child can take part. Parents can withdraw their consent at any time by notifying the school.

Relevant Texas Education Code: TEC § 33.0815, TEC §25.151, TEC §25.154, TEC §25.0823

Parental Rights Regarding Student Participation in Clubs, Organizations, and Religious Groups

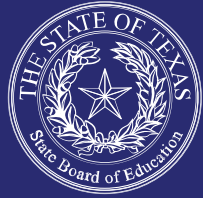


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Sports and University Interscholastic League (UIL) Activities

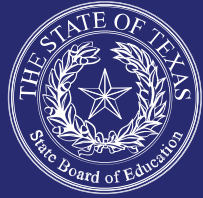
- Any student who participates in UIL activity must agree that they will not use steroids and that they will submit to random steroid testing. The league must obtain acknowledgement from the student's parent that the student may be subject to random steroid testing. Parents are entitled to see the results of their child's steroid testing.
- Upon request, a school district must make available to parents of students the age of each football helmet used in the district's football program.
- Any school that offers an extracurricular athletic activity must provide each student and their parent a notice that includes the league's parent information manual, safety training requirements, the requirements for completing league forms, the prohibition of encouraging or permitting students participate in unreasonably dangerous athletic techniques, and the implementation of safety precautions as required by law. Parents may report a violation of these requirements.

Relevant Texas Education Code: TEC §33.091, TEC §33.094, TEC §33.208



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Knowledge Check 8



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Parental Rights Regarding Student Discipline

Parental Rights Regarding Student Discipline



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Code of Conduct

- School districts must adopt a student code of conduct which must be displayed prominently at each campus or made available for review at the office of each campus principal.
- School districts must establish a method to ensure parents are notified when their child violates the student code of conduct resulting in suspension, removal to a disciplinary alternative education program (DAEP), or expulsion.
- A student code of conduct must also identify whether the school has adopted a policy for parental involvement in disciplinary placements and, if so, the terms of the policy. The policy must require notice to a parent of a student who has been placed in a DAEP or expelled of their right to request a behavioral agreement. If the agreement is developed and the parent and student comply with its terms, the length of the placement must be reduced.

Corporal Punishment

- A school district may adopt a policy to allow corporal punishment. Any parent of a student enrolled in a district with a policy to allow corporal punishment may annually provide a written, signed statement prohibiting the use of corporal punishment on their child. A parent may also revoke their prior statement by submitting a written, signed revocation to the board.

Student Devices

- Public schools must prohibit a student from using a personal communication device, including a cell phone or smart watch, during the school day. The school policy may allow the district to prohibit the device on school property, develop a method for the storage of the device, or confiscate the device. If the device is confiscated, the district may dispose of it but must provide the student's parent notice of the district's intent to dispose of the device at least 90 days in advance. The school must authorize the use of a personal communication device if the device is necessary to implement an individualized education plan (IEP) or 504 plan, if the student has a documented need based on a directive from a qualified physician, or if the device is necessary to comply with a health or safety requirement.



Required Notifications

- A teacher may remove from class a student who repeatedly interferes with their ability to communicate effectively, demonstrates behavior that is unruly, disruptive, or abusive, or engages in bullying. If the student is removed, the teacher, campus behavior coordinator, or another appropriate administrator must notify the parent of the removal.
- A campus behavior coordinator must promptly notify a parent if the student is suspended, placed into a DAEP, expelled, placed in a juvenile justice alternative education program (JJAEP), or taken into custody by law enforcement. The contact should be by telephone or in-person as well as providing written notice of the action to the student to deliver to the student's parent. If the parent has not been successfully reached by phone or in person by 5pm of the first business day after the disciplinary action is taken, the coordinator must mail written notice to the parent's address.
- Parents are entitled to access the e-mail address and dedicated phone number of the campus behavior coordinator or campus administrator responsible for student discipline.
- If a school district employee uses a restraint on a student receiving special education services, the school district must provide written notice of the restraint to the parent. The notice must include specific details, such as the name of the employee who administered the restraint, the date it occurred, the nature of the restraint, the length of the restraint, and the behavior that prompted the restraint. The school must make a good faith effort to notify the parent of the restraint on the same day the restraint was performed.
- Before a school may file a criminal complaint against a child for a school offense, the school must follow a system of graduated sanctions, which may include warning letters to the child and their parent, a behavior contract signed by the child and their parent, school-based community service, or the referral of the child to counseling or other services to address the behavioral problems.



Rights After Involving Law Enforcement

- A parent is entitled to notice by the campus behavior coordinator if their child is taken into custody by a law enforcement officer. See Tex. Educ. Code § 37.0012.
- If a child is taken into law enforcement custody including by a school resource officer, the parent is entitled to notice of the action and a statement of the reason for taking the child into custody. Parents have the right to inspect or copy their child's law enforcement records.
- If a child is referred to a first offender program, a parent is entitled to notice that the child was referred, the grounds for taking the child into custody, the law enforcement officer or agency to which the child was referred, a description of the program, and a statement that failure to complete the program will result in the child being referred to the juvenile court or a court of competent criminal jurisdiction.
- A parent is entitled with some limitations to communicate privately with their child in custody for reasonable periods of time.

Relevant Texas Education Code: TEC § 37.0012

Relevant Texas Family Code: FAM § 52.02, FAM § 52.031, FAM § 58.008, FAM § 61.103



Discipline of Students with Disabilities

- Under the Individuals with Disabilities Education Act (IDEA), schools are required to follow additional steps when implementing some types of discipline for students receiving special education services. If the disciplinary action assigned would result in a “change in placement” totaling 10 school days, the student’s Admission, Review, and Dismissal (ARD) committee must conduct a Manifestation Determination Review (MDR) to determine if the behavior was a manifestation of the student’s disability. Parents are members of the ARD committee and must receive notice of these meetings.
- If the behavior was a manifestation of the student's disability, the student is entitled to receive a functional behavioral assessment and a behavioral intervention plan if those had not already been performed. The school district must obtain consent from the student’s parent to conduct the assessment.

Relevant U.S. Code: 20 U.S. Code §1415.

Relevant Texas Education Code: TEC §37.004

Suspensions

- A parent may submit a written request, with supporting documentation, that an out-of-school suspension be replaced with an in-school-suspension by demonstrating that the parent will not be able to provide supervision for the student during the placement.

Relevant Texas Education Code: TEC §37.0071



Disciplinary Alternative Education Program

- If a student is removed to a DAEP, the parents of the student must receive a copy of the order placing their child in the DAEP and be informed of the steps necessary to have their student evaluated for special education services. The school district must also provide the parents with written notice of the district's obligation to provide the student with an opportunity to complete coursework required for graduation and the methods available to provide the opportunity to the student at no cost.
- A student placed in a DAEP must receive a review of their status at least every 120 days. If the student is a high school student, the board's designee must review their progress towards meeting graduation requirements with their parent. The student and the parents must also have an opportunity to argue for their return to their regular classroom or campus. The student may not be returned to the classroom of a teacher who removed them without the teacher's consent.
- Once an alternative education program identifies the date of a student's release from the program, the program administrator must provide notice of the date to the parent and the name of the administrator of the campus to which the student will be transitioning. The student should be provided a personalized transition plan. The plan should include information for the parent regarding the process to request an evaluation for special education services. If practicable, the campus administrator must meet with the parent to coordinate plans for the student's transition to the campus.
- If the placement in a DAEP is to extend beyond 60 days or the end of the next grading period, the parent must be notified and be given an opportunity to appeal to the board of trustees. To extend a placement at the DAEP beyond the end of the school year, the board must determine that the student's presence presents a danger of physical harm or the student has engaged in serious or persistent misbehavior that violates the code of conduct.

Relevant Texas Education Code: TEC §37.006, TEC §37.008, TEC §37.009, TEC §37.023



Juvenile Justice Alternative Education Program

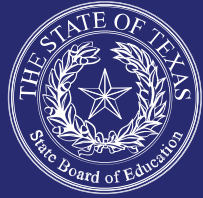
- If a child is removed to a JJAEP, their parent has a right to regularly review the child's academic progress with the juvenile board. If the child is a high school student, the parent is entitled to review their progress towards meeting high school graduation requirements and establish a specific graduation plan with the juvenile board.
- Once an alternative education program identifies the date of a student's release from the program, the program administrator must provide notice of the date to the parent and the name of the administrator of the campus to which the student will be transitioning. The student should be provided a personalized transition plan. The plan should include information for the parent regarding the process to request an evaluation for special education services. If practicable, the campus administrator must meet with the parent to coordinate plans for the student's transition to the campus.

Relevant Texas Education Code: TEC §37.011, TEC §37.023



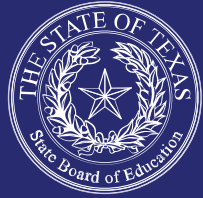
Disciplinary Review and Appeals

- Within three class days of a student being removed from class by a teacher, the campus behavior coordinator must schedule a conference with the parent, the student, and the teacher removing the student from class. The student is entitled to be notified of the reason for the removal, provided an opportunity to respond, and notice of their right to an appeal. A return to class plan will be discussed at the conference.
- If a school district policy allows a student to appeal to the board of trustees or designee, for removals not including student expulsion, the board's decision is final and unappealable. The placement decision may not be longer than one year unless it is determined that the student is a threat to safety.
- If a student is arrested or referred for a felony or some misdemeanors and the superintendent receives the required notice of this fact that led to a placement in a DAEP, the parent is entitled to a review of the placement by the third class day after the notice is received. The superintendent may continue the placement if there is reason to believe the presence of the student in the regular classroom threatens the safety of other students or teachers. The parent may appeal the superintendent's decision to the board of trustees and may provide information. If the board affirms the superintendent's decision, the parent is entitled to notice of their right to appeal to the commissioner.
- A noncustodial parent may request, in writing, that a school provide a copy of any written notification relating to school misconduct that is generally provide to the child's custodial parent, for the remainder of the school year.
- If a student is placed at a DAEP or JJAEP because the student is allegedly required to register as a sex offender, the parent is entitled to a conference with the board to appeal the decision. The conference is limited to determining whether the student is required to register as a sex offender. If the board concludes that the student is required to register as a sex offender, the placement will continue. The decision by the board is final and unappealable.



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Knowledge Check 9



State Board of Education
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Parental Rights Regarding Health Education Instruction

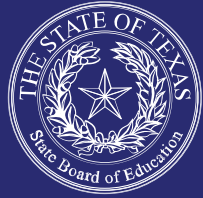


Local School Health Advisory Councils (SHACs)

- School district boards must establish a SHAC to assist the district in ensuring that local community values are reflected in the district's health education instruction
- A majority of the members of the SHAC must be parents of students who are enrolled in the district and who are not employed by the district.
- The SHAC's duties include recommending:
 - the number of hours of health instruction
 - Policies and procedures related to health and physical education
 - Appropriate grade levels for certain health instruction topics
- SHACs must meet at least four times per year and provide notice of the meeting through postings at the district's central office and on the district's website.

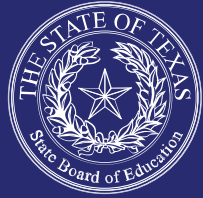
Required Notice Before Each School Year

- Parents must be notified of the board's decision whether the district will provide human sexuality instruction to students
- Parents must be notified of the board's decision whether the district will provide instruction to students about the prevention of child abuse, family violence, dating violence, and sex trafficking.
- Parents must also be notified that they have the opportunity to review or purchase a copy of these curricula.
- Parents must also provide written consent for both human sexuality instruction and instruction about abuse, violence, and sex trafficking prevention.



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Knowledge Check 10



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Parental Rights Regarding Human Sexuality, Sexual Orientation, and Gender Identity

Parental Rights Regarding Human Sexuality, Sexual Orientation and Gender Identity



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Texas law gives parents the right to decide how their child learns about topics like human sexuality, sexual orientation, and gender identity. Some topics require written parent permission, and other topics are not allowed to be taught at all.

- **Human Sexuality Lessons Require Parent Permission**

Schools must get written permission before teaching students about human sexuality. Parents may also review and purchase a copy of the materials. If a parent opts out of human sexuality instruction for their child, there is a reasonable interpretation that a district may not require a student to take a local assessment demonstrating proficiency of this topic.

- **Schools Must Not Support Social Transitioning**

Every school district must have a policy that prohibits employees from providing information about social transitioning or helping students socially transition. If parents think this rule has been broken, they can report it to the board, and the board must investigate it. If the board determines that an employee has assisted a student with social transitioning, they must immediately report the violation to the commissioner.

- **No Teaching About Sexual Orientation or Gender Identity**

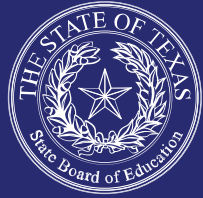
Teachers, school staff, or third-party entities are not allowed to teach or give guidance about sexual orientation or gender identity. Districts may not authorize or sponsor a student club based on sexual orientation or gender identity.

- **Parents Must Be Informed About Digital Safety Programs**

Each year, districts must tell parents about programs that teach students the risks and consequences of sharing explicit images especially online.

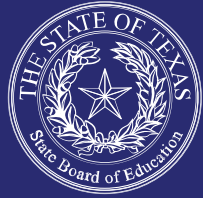
- **Schools Must Have a Plan to Prevent and Respond to Abuse**

All districts must have a plan to prevent and respond to sexual abuse, sex trafficking, and other types of child mistreatment. This plan must be included in the parent and student handbook. Tex. Educ. Code § 38.0041



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Knowledge Check 11



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Parental Rights Regarding Health Care and Health-Related Services

Parental Rights Regarding Health Care and Health-Related Services



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Parents have the right to be involved in any health-related services provided at school. Texas law gives parents the ability to give or withhold consent, access their child's health records, and stay informed about any care or screenings their child may receive.

Health-Related Services and Consent

- Before the first day of the school year, districts must inform parents of each health-related service offered at the campus their child attends. When notice is provided to parents, a statement must also be provided of parents' rights to decline or deny consent for any health-related service.
- Health-related services will vary by campus and district but might include services such as:
 - School counseling services
 - Physical health screenings
 - First aid
 - Management of chronic illness
 - Social skills training
 - Substance abuse prevention
 - Stress management.
- General caretaking (e.g. offering a change of clothing if necessary because of illness, assisting with cleaning up spills or other accidents, feeling a child's forehead, checking for swollen throat, applying or handing out band aids, helping wipe a bloody nose, etc.) is not considered a health-related service or a health-care service subject to notification requirements.
- A district may not utilize an all-opt-out or all-opt-in approach to informing parents about district offered health-related services.

Relevant Texas Education Code: TEC §26.0083, TEC §26.009



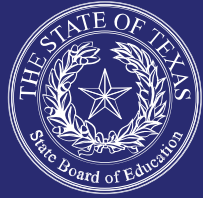
Health-Care Services

- Parents retain their right to make medical and health care decisions for their child and consent must be sought prior to care being provided unless it is for life-saving care or otherwise prohibited or not required under other existing laws.

- Health-care services might include services like:
 - Psychological or psychiatric examinations or tests
 - Psychological or psychiatric treatment
 - Medical treatment
 - Medical procedures
 - Dispensing medication

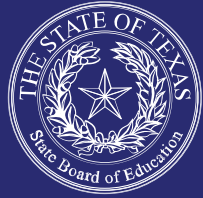
- A district may not utilize an all-opt-out or all-opt-in approach to obtaining consent for district offered health-care services.

Relevant Texas Education Code: TEC §26.0083, TEC §26.009



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Knowledge Check 12



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Parental Rights Regarding Immunization

Parental Rights Regarding Immunizations



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Each year, the Texas Department of State Health Services (DSHS) publishes a list of immunizations that students must have to attend public school and any additional immunizations that DSHS recommends for school-age children.

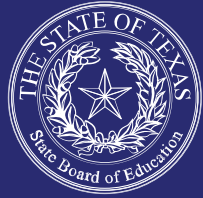
A child may be excused from immunizations if:

- A doctor signs a statement saying the vaccine could seriously harm the child or someone they live with, or
- A parent (or student, if they are 18 or older) signs a form saying they are refusing vaccines for personal or religious reasons. The current exemption form provides that exemptions are valid for two years.

School districts must accept immunization exemptions. However, if there is a public health emergency or disease outbreak, students who are not immunized may be kept out of school.

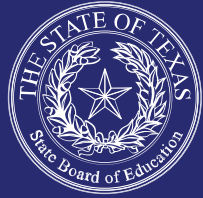
Relevant Texas Education Code: TEC §38.001

Relevant Texas Health & Safety Code: THSC §161.0041



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Knowledge Check 13



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Parental Rights Regarding Mental Health Services, Surveys, and Screenings

Parental Rights Regarding Mental Health Services, Surveys, and Screenings



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Mental Health Services

- Before the first day of the school year, districts must inform parents of each health-related service offered at the campus their child attends. When notice is provided to parents, a statement must also be provided of parents' rights to decline or deny consent for any health-related service including mental health services.

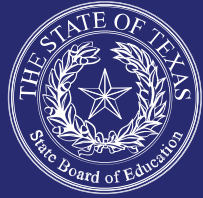
Referrals to Outside Counselors

- Districts cannot refer a child to an outside counselor for emotional, psychological, or substance use concerns without written parent consent. Districts must also tell parents if they have a relationship with the counselor and also share other public or private options available in the area.

Surveys and Screenings

- Before a student is given a mental health screening or well-being questionnaire, districts must provide a written copy of the form to parents and obtain parental consent.
- Before a district employee or contractor may conduct a psychological or psychiatric examination or test or treatment, district must obtain written parental consent.

Relevant Texas Education Code: TEC §26.0083, TEC §26.009, TEC §38.010, TEC §38.016



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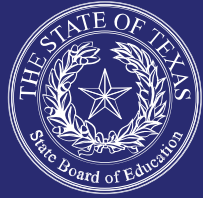
Case Study 2

Case Study 2: Parent v Lewisville ISD



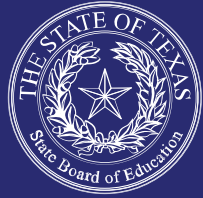
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- **The following case study represents an actual situation that occurred in a Texas school district regarding mental health screenings and behavioral threat assessments.**
- Please read the Decision of the Commissioner Order for: Parents A/N/F Student v. Lewisville Independent School District Docket No. 058-R10-05-2024.
- As you read, make sure to take note of:
 - The Findings of Fact related to Mental Health Screenings
 - The Findings of Fact regarding Grievance Procedures
 - The District's Policies Related to Threat Assessment Components
 - The Discussion Related to Notice Requirements
- **After reading, complete the Knowledge Check for this section.**



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Knowledge Check 14



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Parental Rights Regarding Special Education, Bilingual Education and Special Language Programs

Parental Rights Regarding Special Education, Bilingual Education and Special Language Programs



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The federal law that establishes most of the rights for students with disabilities is referred to as the Individuals with Disabilities Education Act (IDEA) and versions of it have been in place since 1975. According to IDEA, all students are entitled to a “free appropriate public education” or FAPE.

Special Education: Identification – Child Find and Evaluations

- To comply with IDEA, districts must conduct a process often called “Child Find,” by which the school will “identify, locate, and evaluate every child who may have a disability required special education services.”
- Parents are entitled to submit a written request for a special education evaluation to their school. The school must respond in writing, saying whether it will conduct an evaluation within 15 school days and requesting written consent from the parent if the evaluation is to be conducted.
- If a school district provides a child who does not receive special education services with assistance for learning difficulties, the district must provide a notice to the child’s parents stating when the assistance began, a description of the assistance provided, any information collected regarding interventions, an estimate of how long the assistance will be provided, when a report on the child’s progress will be provided, and a statement of the rights of a parent to request assistance or a special education evaluation.
- Before providing the consent, a parent may request the name and type of any examination or tests to be conducted as a part of the evaluation. A parent is also entitled to an explanation of how the examination or test will be used to develop an appropriate plan for their child. If, after consent has been given, the school determines that they will need to conduct additional testing, the school must provide the name and purpose of the additional test to the child’s parent and obtain additional consent.
- After written parental consent, the school has 45 school days to conduct the evaluation, with some exceptions. If the parent disagrees with the evaluation results, they may request a limited number of independent education evaluations. These evaluations must be free of cost to the parent. The school district must consider the second evaluation in determining whether the student will receive special education services.

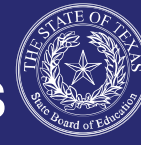
Parental Rights Regarding Special Education, Bilingual Education and Special Language Programs



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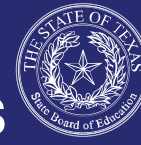
Special Education: Identification – ARD Committees and IEPs

- After an evaluation, the school will typically have 30 calendar days to hold an Admission, Review and Dismissal (ARD) committee meeting.
- The ARD committee will discuss the evaluation and determine whether the child has a disability and needs special education services. If the committee determines that the student will receive special education services, it will also develop the individualized education plan (IEP) that will identify the disability, establish areas of need for the student, and name the special education and related services that the child will receive to enable them to succeed.
- Parents are entitled to be an ARD committee member and have the right to participate in the development of the IEP. The IEP must document whether the parent agreed or disagreed with the decisions of the committee.
- Schools are required by IDEA and state law to provide a comprehensive document to parents that explains the parent's rights during the IEP development process. This document must be provided at any time prior to the initial ARD committee meeting.
- In the first IEP meeting during which the IEP is developed, parents must be provided with information about services and public benefits provided by the local intellectual and developmental disability authority.
- If a parent does not speak English, the school must provide them with a copy of the IEP translated into Spanish, if that is their native language. If their native language is not Spanish, the school must make a good faith effort to provide a copy in their native language.
- For children suspected of having dyslexia or a related disorder and in need of special education, public schools must provide to the parent a form developed by TEA explaining the rights available under IDEA that may be additional to the rights available under Section 504 of the Rehabilitation Act of 1973.



Special Education: Services

- Once the IEP has been developed the school must provide the services listed in the IEP to the student. The parent is entitled to IEP progress reports at least once every grading period. The ARD committee which includes parents will continue to meet at least annually and review the IEP, however the parent can request an ARD meeting to revise the IEP at any time. Changes can be made to the IEP without an ARD meeting, but the parent and the school must agree to the changes and the changes must be in writing.
- If the ARD committee discusses residential placement in an ARD meeting, parents must receive informational materials developed by the Health and Human Services Commission.
- If a student with disabilities is placed by their ARD committee in a residential or a day placement program, parents must be notified of the availability of grant funding and provided a designated campus or district staff member to assist them in accessing the grants. If the parent requests it, the commissioner will create an account for the student to access the grant.
- If a dispute arises between a school and a parent of a student with a disability about the provision of a free appropriate public education, parents may be provided an independent individualized education program facilitator as a dispute resolution method.
- A teacher who instructs a student with a disability in a regular classroom setting must be able to request a timely review of the student's IEP and provide input in its development. The parent must be notified of the district's response to the teacher's request.



Special Education: Services (Continued)

- Parents of special education students are eligible for supplemental special education services. This is a one-time online grant of \$1,500 dollars that a parent may direct to educational goods and services such as books, electronics, tutoring, or therapy for the student. Parents are entitled to apply for the grant via an online, user-friendly system.
- Any student and their parent who has a health condition or disability that may make it difficult for them to communicate effectively with a police officer should be informed by their public school of the Texas Driving with Disability Program. The agency has developed information materials which can be found in the resources below, which note that a person may voluntarily list any health condition or disability on their vehicle registration information or license application.
- At least a year prior to the 18th birthday of a student with a disability, their school must provide the student and their parents with written notice that on the student's 18th birthday the educational rights provided in subchapter A of chapter 29 of the Texas Education Code and the procedural safeguards guaranteed by IDEA transfer to the student. The student or their parents may request information from the district about guardianship or other alternatives if appropriate and desired.
- A parent has the right to withdraw their consent to special education services at any time. Withdrawal of consent should be provided in writing to the school.
- A parent of a child with special needs may request that their district administer additional benchmark assessment instruments to their child in preparation for the state-administered assessment instrument.



Special Education: Services (Continued)

- A visually impaired child is entitled to effective interaction between their classroom setting and their home environment. This may involve providing parental training and counseling by school staff or other organizations involved in the development of that child's IEP.
- Students receiving special education services or other accommodation must continue to have those services and accommodations met when taking hybrid or virtual courses.

Relevant Texas Education Code: TEC §26.0081, TEC §29.0056, TEC §29.013, TEC §29.020, TEC §29.001, TEC §26.0082 TEC § 29.042. TEC § 29.0113, TEC §29.017, TEC §39. 0263, TEC § 30.002, TEC §30B.052

Special Education: Access to Meetings

- If a parent has been refused entry to the district's property due to safety concerns or behavior, the district must still accommodate the parent to ensure participation in their child's ARD committee meetings.

Relevant Texas Education Code: TEC §37.105

Special Education: Education Savings Accounts

- A parent of a child who is not enrolled in a public school may request a school district conduct a full individual and initial evaluation of the child to determine the child's eligibility for special education services.
- Both certified educational assistance organizations and private schools must provide information to parents regarding the rights and entitlements that a child with a disability is entitled to under federal and state law if the child attends a public school and note that a private school is not subject to these laws in the same manner.

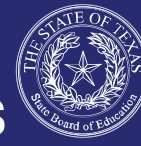
Relevant Texas Education Code: TEC §29.3615, TEC §29.367



Special Education: Video Cameras

- A parent of a student receiving special education services has the right to request in writing that the school place a video camera in certain special education classes or settings that their child regularly attends. The request must be submitted to the principal or a staff member that the principal has determined will receive the requests. The school is obligated to respond, allowing or stating their reasons for denying the request, within seven business days of receipt. If the request is allowed, the school has 45 school business days to begin operating the cameras. Before operating a requested video camera, the school must provide written notice to the parents of each student attending class or engaging in school activities in the classroom or setting.
- Once the camera is placed, the school must operate the camera for the remainder of the school year, unless the requestor withdraws the request in writing. If the school is going to remove the camera during the school year, the school must first notify the parents of each student attending class or engaging in school activities in the classroom or setting of the removal. Additionally, the school must notify the parents that the camera will not continue to be operated in the next school year unless an eligible parent makes a new request.
- Recordings must be retained for at least three months. Parents may request to view a recording if their student is involved in an alleged incident that has been reported to the school and that is documented on the recording. Once the parent has requested to video the recording the school must retain the recording until the viewing has occurred and there has been a determination about whether the incident alleged occurred. If the recording does include the alleged incident, the school must keep the recording until the incident has been resolved.
- If necessary, a parent may request an expedited review of a decision by a school district: to deny a request related to video cameras in special education classrooms, to request an extension of the time required to begin operation of a camera or to not release a video to an eligible person.

Relevant Texas Education Code: TEC §29.022



Special Education: Transition Planning

- When a student who receives special education services reaches 14 years old, their school must begin a process called “transition planning”. The planning should result in transition services being identified in the student’s IEP that will help prepare the student for their life after high school. If the student is younger than 18 years old, the school should ensure appropriate parental involvement in the student’s transition.
- Additionally, TEA has developed a transition and employment guide for students and their parents that provides information on statewide services and programs that assist in the transition to life outside the public school system.
- School districts must post the transition and employment guide on their websites, provide information on how to access the guide at the first ARD committee meeting when transition is discussed, and on request, provide a printed copy to the student or parent.

Relevant Texas Education Code: TEC §29.011, TEC §29.0111, TEC §29.0112

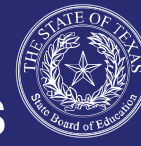


Section 504

- Under federal law, students with disabilities are also entitled to protections against discrimination. A parent is entitled to request aids, accommodations, or services through Section 504 at any time. Procedures for identifying and evaluating students for 504 accommodations are established at the local level. If formal testing is deemed appropriate for evaluating the need for services, it must be provided free of charge. A student is considered eligible for Section 504 if the student has a physical or mental impairment that substantially limits a major life activity.
- Parents are not required members of the Section 504 committee but, at minimum, parental input should be collected by the LEA.
- Students receiving special education services or other accommodation, including those under Section 504, must continue to have those services and accommodations met when taking hybrid or virtual courses.

Relevant Code: 29 Code §794, 34 C.F.R. §104.4

Relevant Texas Education Code: TEC §30B.052



Bilingual Education

- A student whose primary language is not English and who has difficulty performing ordinary classwork in English is an “emergent bilingual student” under state law. Each school district that has 20 or more emergent bilingual students in any language in the same grade level must offer a bilingual program in the elementary grades and English as a second language instruction for grades 9-12. If those criteria are not met, a school district must offer any emergent bilingual students an English as a second language (ESL) program, unless the district opts to offer a bilingual program.
- A parent must approve their child’s entry, exit, or placement in a bilingual or other special language program.

Relevant Texas Education Code: TEC §29.053, TEC §29.056

Bilingual Education: Identification

- Each student enrolling in a Texas public school for the first time must receive the TEA home language survey within four weeks of enrollment. It must be administered in English and a language that the parents can understand if they do not speak English. If any response to the survey questions indicates that a language other than English is or has been used for communication, the student will be tested for language proficiency. This home language survey will be the only survey administered to the student and will be retained in the student’s records, unless a parent determines that an error was made and requests a correction. The correction will only be made within two calendar weeks of the student’s initial enrollment date.
- Each public school must have a language proficiency assessment committee (LPAC). The LPAC will review all enrolling students and recommend an instructional placement for the student based on their language proficiency. If testing identifies the child as an emergent bilingual student and the LPAC recommends the student be placed in a special language program, the parent must be notified in English and their home language.



Bilingual Education: Identification (Continued)

- The notification must include information about the recommended program and request the parent's approval of their child's placement in the language program. The parent has the right to approve or deny the placement. If the parent denies the placement, the parent must be provided with a denial of program services letter that describes the implications of program denial, specifically that their child will still be identified as an emergent bilingual student and will be assessed annually with the Texas English Language Proficiency Assessment System (TELPAS) exam until they meet reclassification criteria.

Relevant Texas Education Code: TEC §29.053

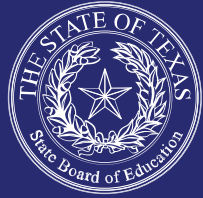
Relevant Administrative Code: 19 TAC Code §89.1215, 19 TAC §89.1226, 19 TAC §89.1240

Bilingual and Special Language Education: Program Requirements

- If a parent of a student in a bilingual or special language program feels that the public school is not complying with program requirements, the parent may appeal to the commissioner. If the parent instead disagrees with the placement of the student in the program, the parent may appeal that decision to the board of trustees.
- If offered, a parent of an emergent bilingual student may enroll them in a summer preschool program for emergent bilingual children, an afterschool program, or an extended week program.

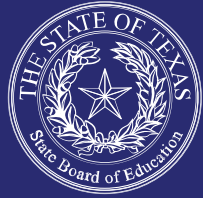
Relevant Texas Education Code: TEC §29.060, TEC §29.064

Relevant Administrative Code: 19 TAC §89.1240



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Knowledge Check 15



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Parental Rights Regarding Gifted and Talented Programs

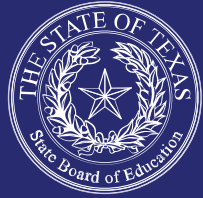
Parental Rights Regarding Gifted and Talented Programs



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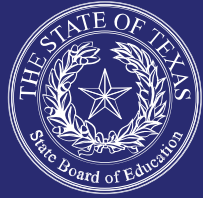
- A gifted and talented student is defined as a child who performs or shows the potential for performing at a remarkably high level of accomplishment.
- Each school district is required to adopt a process for identifying and serving gifted and talented students in each grade level and must inform parents of the opportunities in the district. Additionally, each school district must adopt a policy regarding the use of funds to support the program.
- Districts must annually collect input from families and community representatives on gifted and talented identification and assessment procedures.
- Parents and community members have the right to organize and form a gifted and talented advocacy group and collaborate with the district on program development and improvement.
- Parents may choose to decline gifted and talented services for their child at any time.
- More information about gifted and talented programs is available in the Texas State Plan for the Education of Gifted and Talented Students

Relevant Texas Education Code: TEC §§ 29.122 and 29.123
Relevant Texas Administrative Code: 19 TAC Chapter 89.1 – 5



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Knowledge Check 16



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Parental Rights Regarding Transparency



Federal Educational Rights and Privacy Act (FERPA)

- Districts that receive federal funding are broadly prohibited from releasing student information without the written consent of the student's parents. There are limited exceptions to the prohibition.
- When a student turns eighteen years old, districts are required to get consent from the student, instead of their parents. Districts must inform parents, or students if they are eighteen years old, of their rights under FERPA every year.
- If a record includes information about other students (such as in discipline or safety cases), that does not necessarily prevent a parent from accessing it. If the part of the record related to the parent's child cannot be separated or redacted without losing its meaning or providing the full information relating to the requesting parent's child, then all parents involved have the right to access the full record.
- Trustees and district staff should review the March 28, 2025, letters from United States Secretary of Education Linda McMahon and from the Student Privacy Policy Office for additional reminders and information about FERPA including annual notification to parent requirements and parental rights to inspect and review education records.
- The letter is available [HERE](#).

Relevant U.S. Code: 20 U.S.C. §1232g, 20 U.S.C. § 1232h

Parental Rights Regarding Transparency



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Access to Student Records

- At the start of the school year, schools must tell parents about their right to opt out of sharing their child's directory information—like their name, grade, or participation in activities.
- Parents can view all written records the district keeps about their child, including medical records.
- Parents also have the right to full information about their child's school activities, unless the school is working with law enforcement on a child abuse investigation.

Rights to District-Level Involvement and Communication

- School districts must develop district and campus improvement plans. Parents are entitled to provide input through district-adopted procedures to the district and campus-level committees that assist in developing the district and campus improvement plans.
- If a campus' performance has been below a certain standard, the campus may have a campus intervention team which must assist the campus in developing a targeted improvement plan. Parents are entitled to notice of a public meeting discussing the campus performance rating and soliciting input on the targeted improvement plan.
- Parents whose children attend a campus that has received unacceptable performance rating for two consecutive years are entitled to notice of that fact and a request for assistance from the school district in developing a campus turnaround plan. Parents are also entitled to review the plan prior to submission to the agency.
- A school district that has received an accreditation status of accredited-warned or accredited-probation or a campus in the district has fallen below a specific standard must inform parents of enrolled students and property owners in their district.
- Parents whose children are attending a campus that has received unacceptable ratings for five consecutive school years have the right to petition the commissioner to either appoint a board of managers or to close the campus.

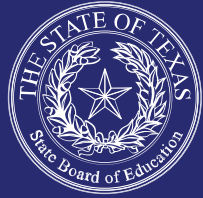
Relevant Texas Education Code: TEC §11.252, TEC §11.253, TEC §39.052, TEC §39A.056, TEC §39A.103, TEC §39A.104, TEC §39A.111



Teacher Qualification and Class Size Notifications

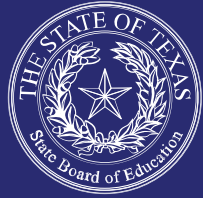
- A parent is entitled to written notice from the school district if their child's classroom has been assigned an inappropriately certified or uncertified teacher for more than 30 consecutive instructional days. The notice must be provided within 30 days of the assignment.
- A parent of a child who attends a public school is entitled to notice that they may request information related to the professional qualifications of their student's classroom teachers.
- A parent is entitled to written notice within 31 days of the first day of the school year or within the date the exception is granted when a campus or district is granted an exception from class size limits.

Relevant Texas Education Code: TEC § 21.057, TEC § 25.113



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Knowledge Check 17



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Parental Rights Regarding Student Data Collection Practices and Protections

Parental Rights Regarding Student Data Collection Practices and Protections

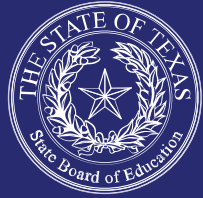


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- Under the federal Protection of Pupil Rights Amendment (PPRA), districts that receive federal funds are limited in what information they can require students provide in surveys, evaluations, or analyses—especially when it comes to personal or sensitive information.
- Specifically, no student under 18 may be required, without prior parental written consent, to take a survey, analysis or evaluation that reveals their or their parent's political affiliations, family or their own mental or psychological problems, sex behaviors or attitudes, any illegal, anti-social, self-incriminating, or demeaning behavior, evaluations of their close family, privileged relationships, their own or their family's religious practices, affiliations, or beliefs, or their income unless the income information is legally required for program eligibility purposes. If the student is emancipated or an adult, they may provide consent themselves.
- Districts are required by the PPRA to consult with parents to create local policies that cover:
 - Parental rights during surveys or physical exams,
 - The right to review instructional materials, and
 - The collection of personal information from students.
- School districts may participate in missing child prevention and intervention programs, some of which involve fingerprinting of students. Parental approval is required before a student's fingerprints may be obtained.
- Parental consent is required, as well as a request from a student, before a national assessment provider or provider of a college and career counseling service may use or disclose personally identifiable information. The use or disclosure of the information must be solely to provide access to employment, educational scholarships, financial aid, or postsecondary educational opportunities.
- A student must decide before graduating high school whether they want to allow the coordinating board to share their data and education records, as necessary, with higher education institutions for direct admissions. If the student's parent submits a signed form indicating they authorize the student to decline to participate in the program, the student does not have to submit a formal election.

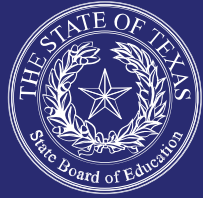
Relevant U.S. Code: 20 USC §1232h

Relevant Texas Education Code: TEC §26.009, TEC §28.0257, TEC §32.153.



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Knowledge Check 18



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Parental Rights Regarding Misconduct



Criminal Behavior and Misconduct Notifications

- Parents are entitled to notification within one school business day after a school district employee first suspects that a criminal offense has been committed against their child.
- A parent must be informed by a district as soon as feasible if it is alleged that an employee or service provider abused or committed an unlawful act with their student. This notification must state that the alleged misconduct occurred, if the employee was terminated following the investigation or if they resigned before completion of the investigation, and whether a report was submitted to TEA or the State Board for Educator Certification (SBEC).
- Allegations of misconduct requiring this notice are:
 - Abused or otherwise committed an unlawful act with a student or minor
 - Was involved in or solicited a romantic relationship with or solicited or engaged in sexual contact with a student or minor
 - Engaged in inappropriate communications with a student or minor as defined by SBEC rule
 - Failed to maintain appropriate boundaries with a student or minor as defined by SBEC rule

Relevant Texas Education Code: TEC §26.008, TEC §22A.053



Liability of Public Schools and Employees of Public Schools for Certain Acts or Omissions

- A public school that is grossly negligent or reckless, or engages in intentional misconduct in hiring, supervising, or employing school employees is liable for an act or omission that is committed by an employee against a student and that is either sexual misconduct or failure to report suspected child abuse or neglect under Texas Family Code.
- Parents may seek damages against the professional school employee including board members who committed the act or omission. If they prevail in court, they are also entitled to court costs and reasonable and necessary attorney's fees.
- A public school's governmental immunity to suit and from liability is waived related to this statute. A professional school employee may not assert official immunity under TEC Chapter 22.

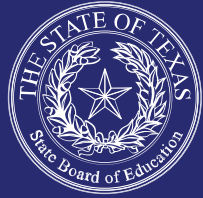
Relevant Texas Civil Practice and Remedies Code: TCPRC § 118.001 – 006



Limitations of Nondisclosure or Confidentiality Agreements Related to Sexual Abuse – Trey’s Law

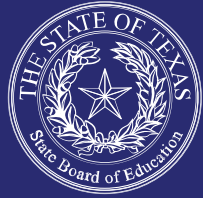
- Any provision of a nondisclosure or confidentiality agreement or nondisclosure or confidentiality provision of an employment agreement, settlement agreement is void and unenforceable if it prevents a person including the parties of the agreement from disclosing an act of sexual abuse or facts related to the sexual abuse of any person.
- The limitation is applicable to an agreement entered into before, on, or after the effective date of the statute (September 1, 2025).
- A person including a party to the agreement may not enforce or attempt to enforce an agreement or provision of an agreement of this type related to sexual abuse established before September 1, 2025, unless a declaratory judgment that is final and not subject to appeal declares that the agreement or provision is enforceable.

Relevant Texas Civil Practice and Remedies Code: TCPRC § 129C.001 – 002



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Knowledge Check 19



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Parental Rights Regarding Grievance Procedures

Parental Rights Regarding Grievance Procedures



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Local Grievances

Each school district must adopt a local grievance policy for complaints or grievances of parents, students, or community members. The policy must require certain levels of review. If the grievance is related to a specific campus, the review must start with the principal of the campus at which the grievance is filed. If the matter is unrelated to the campus, the review must begin with a district administrator. The district policy may allow a district administrator to review an appeal from the principal. If not specified in the policy, however, the complainant may appeal to the superintendent and then the board of trustees.

Timelines for Filing and Appeal

- A parent has 60 days to file a grievance from the date they knew or had reason to know of the facts leading to the grievance. If the parent attempted to resolve the issue informally, the parent may file the grievance within the 60 days or 30 days after the date the district provides them information regarding how to file the grievance, whichever is longer. Parents have 20 days to file an appeal from the date on which a decision is made.
- The district must hold a hearing on the grievance within 10 days of it being filed and issue a written decision within 20 days of the hearing. However, if the grievance is being heard before the board of trustees, the district has 60 days after the previous decision to hold a meeting and must make a decision within 30 days after the meeting was held.

Retaliation

- A school board may not retaliate against a student or parent for filing a grievance. If a person involved in reviewing a grievance is the subject of the grievance, that person must recuse themselves.

Parental Rights Regarding Grievance Procedures



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Local Grievances (Continued)

Records

- Each level of hearing of the grievance must be recorded and retained. A parent who filed a grievance may add additional claims or provide additional documentation. The school district must issue a decision on the merits of the grievance, regardless of procedural errors or the type of relief requested by the complainant. The hearing may be open or closed to the public, subject to the request of the complainant.
- If a hearing is before the board of trustees of the district, the complainant must receive a description of any information the board intends to rely on that is not contained in the record at least five days in advance and the meeting in which the grievance is discussed must be recorded by video or audio or a transcript be created by a court reporter.

Additional Types of Board of Trustees Appeal

- A parent has the right to appeal to the board of trustees if they disagree with their child's placement in a bilingual education program.
- If a student is denied credit due to attendance, parents may appeal the denial to the school board of trustees. The decision by the board may then be appealed in the district court of the county in which the school district's central administrative office is located.

Relevant Texas Education Code: TEC §25.092, TEC §26A.001, TEC §29.064

Parental Rights Regarding Grievance Procedures



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Appeals to the Commissioner

- Parents have the right to appeal to the commissioner of education if they are injured by the school laws of the state or actions or decisions of any school board that violate the school laws of the state. A parent who is injured by an action of the agency or a decision of the commissioner under TEC 7.057 may appeal to a district court in Travis County.

Education Savings Account Appeals

- A parent whose child is participating in the education savings account program may appeal to the comptroller decisions made by the comptroller or a certified educational assistance organization, including a decision regarding eligibility, allowable expenses, or the participating child's removal from the program. The comptroller's decision is final and not appealable.

Complaints

- The Texas Education Agency can investigate violations relating to a federally funded program, misuse of federal or state funds by a public school, conditions in a public school that violate a statute protecting the health, safety, or wellbeing of students or staff, state assessment violations, inaccurate data submitted through the Public Education Information Management System (PEIMS), educator misconduct, or complaints about educator preparation programs. Parents can file complaints with the agency and if the complaint is determined to be within the agency's jurisdiction or authority the agency may investigate.

Relevant Texas Education Code: TEC §7.057, TEC §29.373, TEC §39.003

Scenario: Parent Complaint and District Staff Resolution



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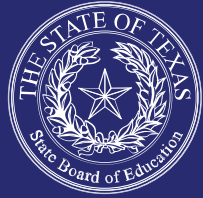
Scenario: A parent calls a trustee of the board to share a complaint about an allegation of an unlawful or unprofessional action taken by a school's principal during the school day. What should the Trustee do?

Potential ways a trustee may help the parent include:

- Directing the parent to information about how to utilize the district's local grievance process which must have clear steps, deadlines, and protections for parents and students who raise concerns.
 - Depending on the district's policies, the parent may choose to utilize the grievance process to address their concern with the Principal, and then potentially appeal to the Central Office, Superintendent, and/or the Board of Trustees.
- Directing the parent to TEA's website where the parent may submit a complaint using the Online Complaint Form. The parent may also utilize the Parent Complaint Navigator to guide them to the right direction based on tips and resources.

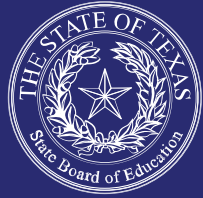
Potential ways a trustee may address systemic concerns include:

- Reviewing the relevant district's policies to ensure they are clear regarding the issue at hand.
 - If they lack clarity, surface a policy discussion at the board level.
- Establishing or reinforcing related metrics or performance requirements as part of the Superintendent's evaluation process
- If appropriate in districts with an internal auditor, consider adding a relevant policy implementation review for the upcoming audit plan



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Knowledge Check 20



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Parental Rights Regarding Public Comment, Engagement with Government, and Board Meetings



Parental Engagement Policy

- Each district shall develop a parental engagement policy that:
 - Provides for an Internet portal where parents may submit comments to campus or district administrators and the board of trustees;
 - Requires the board to prioritize public comments by presenting those comments at the beginning of each board meeting; and
 - Requires board meetings to be held outside of typical work hours.

Board Meetings

- A parent is entitled to complete access to any open meeting of the board of trustees other than a closed meeting in alignment with the Texas Open Meetings Act .
- Boards of trustees must adopt a grievance procedure that complies with required board grievance policies.
- Parents must be notified of the annual public hearing regarding the district's financial management report and there must be an opportunity for them to comment on the report at the hearing.
- Parents must be notified of the annual public hearing regarding the district's educational performance report.

Relevant Texas Education Code: TEC §11.1511, TEC §26.007, TEC §26.0071, TEC §26.011, TEC §39.083, TEC §39.306

Scenario: Engagement with Parents During Public Comment at Board Meetings



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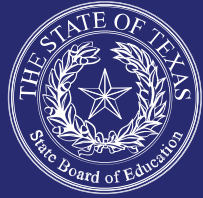
Scenario: A parent follows all public comment registration processes and addresses the board of trustees during the public comment period. The parent shares frustration regarding a concern related to their child. Can a board member engage with this parent?

- Yes, trustees may speak with and engage with parents during the public comment period but there are some items to consider when engaging with parents during this time.

Items to Consider

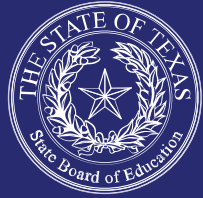
- Trustees should be sure to follow the Texas Open Meetings Act when addressing parents during the comment period including taking care to align to items that the board is posted to discuss.
- Trustees should also be aware of their board's own policies regarding public comment including time allotted for public comment and whether an interjection could limit a parent's time.
- Trustees should also be cognizant that during the public comment period that they may not have all of the information regarding the parent's concerns.
- Trustees may not prohibit public criticism of the board including any criticism of any policy, procedure, program, or service, although they may impose decorum requirements.

Relevant Texas Government Code: TGC §551.007



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Knowledge Check 21



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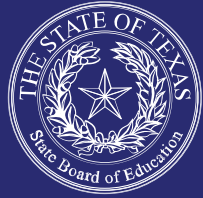
Closing

Closing: Reminder of Inherent Rights



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- Texas law recognizes that parents are the most important voice in a child's education. It reinforces that students do best when parents and families are informed, involved, and respected. Parents are partners with educators, administrators, and boards of trustees in their children's education.
- Throughout this training, information has been provided about specific parental rights that have been codified in federal and state law and state administrative code. However, parental rights are not solely a creation of statute. Parental rights are inherent rights that have been upheld by the United States Constitution and the Supreme Court of the United States, the Texas Constitution and the Supreme Court of Texas, and the laws of Texas.
- As trustees fulfill their oath of office and their duties, they should continue to educate themselves about the ways their role helps to support parents with these statutory and inherent rights.



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Certificate



Certificate of Completed Training

You have completed the State Board of Education's required training for trustees on parental rights.

Please click [here](#) to produce your certificate of completion. Be sure to maintain the certificate for you and the district's records.

**Proposed New 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship,
§61.4, Parental Rights Training for School Board Members
(Second Reading and Final Adoption)**

April 10, 2026

COMMITTEE OF THE FULL BOARD: ACTION
STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item presents for second reading and final adoption proposed new 19 Texas Administrative Code (TAC) Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.4, Parental Rights Training for School Board Members. The proposed new rule would reflect changes made by Senate Bill (HB) 204, 89th Texas Legislature, Regular Session, 2025, to the State Board of Education's (SBOE's) duty to provide training courses for independent school district trustees. No changes are recommended since approved for first reading.

STATUTORY AUTHORITY: Texas Education Code (TEC), [§11.159\(b-2\)](#), as added by SB 204, 89th Texas Legislature, Regular Session, 2025.

TEC, §11.159(b-2), as added by SB 204, 89th Texas Legislature, Regular Session, 2025, obligates the SBOE to require trustees to complete training on parental rights. The statute also requires the SBOE, with assistance from the Texas Education Agency (TEA), to develop the curriculum and materials for the training by April 1, 2026.

The full text of statutory citations can be found in the links above.

EFFECTIVE DATE: The proposed effective date of the proposed new section is 20 days after filing as adopted with the Texas Register. Under TEC, §7.102(f), the SBOE must approve the rule action at second reading and final adoption by a vote of two-thirds of its members to specify an effective date earlier than the beginning of the 2026-2027 school year. The earlier effective date will ensure that trustees are aware of the training requirements prior to the start of the 2026-2027 school year.

PREVIOUS BOARD ACTION: A discussion item regarding the parental rights training and a new rule related to the parental rights training was presented to the Committee on School Initiatives at its November 2025 meeting. At that same meeting, the committee held a public hearing regarding the training curriculum. At its January 2026 meeting, the SBOE approved for first reading and filing authorization proposed new §61.4.

BACKGROUND INFORMATION AND JUSTIFICATION: TEC, §11.159, Member Training and Orientation, requires the SBOE to provide a training course for school board trustees. Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, most recently amended effective August 25, 2025, addresses this statutory requirement. School board trustee training under current SBOE rule includes a local school district orientation session; a basic orientation to the TEC; an annual team-building session with the local school board and the superintendent; additional hours of continuing education based on identified needs; training on evaluating student academic performance; training on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children; and training on school safety.

In November 2025, the committee discussed both an outline of the parental rights training curriculum and the new rule regarding the training. The committee also held a public hearing regarding the training curriculum.

The SBOE approved the proposed amendment for first reading and filing authorization at its January 30, 2026 meeting.

The proposed new rule would establish the purpose of the training, specify the timeline and number of hours required for training based on a board member's length of service, and require that school districts maintain verification of training completion for each school board member.

FISCAL IMPACT: No changes have been made to this section since published as proposed.

TEA has determined that there are no additional costs to state or local government, including school districts and open-enrollment charter schools, required to comply with the proposal.

LOCAL EMPLOYMENT IMPACT: No changes have been made to this section since published as proposed.

The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code, §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: No changes have been made to this section since published as proposed.

The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis specified in Texas Government Code, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: No changes have been made to this section since published as proposed.

The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to Texas Government Code, §2001.0045.

TAKINGS IMPACT ASSESSMENT: No changes have been made to this section since published as proposed.

The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under Texas Government Code, §2007.043.

GOVERNMENT GROWTH IMPACT: No changes have been made to this section since published as proposed.

TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would create a new regulation. The new rule would add training on school safety to the existing required trustee training.

The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not expand, limit, or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: No changes have been made to this section since published as proposed.

The proposal would describe the requirements for a new parental rights training for school district trustees established by TEC, §11.159(b-2), as added by SB 204, 89th Texas Legislature, Regular Session, 2025. There is no anticipated economic cost to persons who are required to comply with the proposal.

DATA AND REPORTING IMPACT: No changes have been made to this section since published as proposed.

The proposal would have no data and reporting impact.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: No changes have been made to this section since published as proposed.

TEA has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: Following the January 2026 SBOE meeting, notice of the proposed new rule was filed with the Texas Register, initiating the public comment period. The public comment period began February 27, 2026, and ended at 5:00 p.m. on March 30, 2026. No comments had been received at the time this item was prepared. A summary of public comments received will be provided to the SBOE during the April 2026 meeting. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in April 2026 in accordance with the SBOE board operating policies and procedures.

MOTION TO BE CONSIDERED: The State Board of Education:

Approve for second reading and final adoption proposed new 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.4, Parental Rights Training for School Board Members

Make an affirmative finding that immediate adoption of proposed new 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.4, Parental Rights Training for School Board Members, is necessary and shall have an effective date of 20 days after filing with the Texas Register. *(Per TEC, §7.102(f), a vote of two-thirds of the members of the board is necessary for an earlier effective date.)*

Staff Members Responsible:

Steve Lecholop, Deputy Commissioner, Governance
Marian Schutte, Associate Commissioner, Authorizing and Policy
Christopher Lucas, Director, Research, and Policy, Governance

Attachment I:

Text of SB 204, 89th Texas Legislature, Regular Session, 2025, as enrolled

Attachment II:

Text of Proposed New 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.4, Parental Rights Training for School Board Members

ATTACHMENT I

S.B. No. 204

AN ACT

relating to a handbook on parental rights in education and training requirements on parental rights in education for a member of the board of trustees of a school district.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Section 11.159, Education Code, is amended by adding Subsection (b-2) to read as follows:

(b-2) The State Board of Education shall require a trustee to complete training on the rights of a parent regarding the education of the parent's child. The state board, with assistance from the agency, shall develop the curriculum and materials for the training.

SECTION 2. Chapter 26, Education Code, is amended by adding Section 26.0025 to read as follows:

Sec. 26.0025. PARENTAL RIGHTS HANDBOOK. (a) The agency shall create and maintain a handbook that explains all rights of a parent regarding the education of the parent's child, including a student's rights that the parent may enforce on the student's behalf.

(b) The handbook must be:

(1) written in plain language;

(2) updated on an annual basis to reflect any relevant changes in applicable law or agency guidance; and

(3) made publicly available in a searchable format on the agency's Internet website.

SECTION 3. (a) Not later than January 1, 2026, the Texas Education Agency shall create the parental rights in education handbook required by Section 26.0025, Education Code, as added by this Act.

(b) Not later than April 1, 2026, the State Board of Education shall develop and make available the training required by Section 11.159(b-2), Education Code, as added by this Act.

(c) Not later than September 1, 2026, a member of the board of trustees of a school district who takes the oath of office before January 1, 2026, shall complete the training on parental rights in education required by Section 11.159(b-2), Education Code, as added by this Act.

SECTION 4. This Act takes effect September 1, 2025.

ATTACHMENT
Text of Proposed New to 19 TAC

Chapter 61. School Districts

Subchapter A. Board of Trustees Relationship

§61.4. Parental Rights Training for School Board Members.

- (a) The continuing education required under Texas Education Code (TEC), §11.159(b-2), applies to each member of an independent school district board of trustees.
- (b) Each trustee of an independent school district shall complete the training on parental rights developed by the State Board of Education (SBOE).
 - (1) The purpose of the training is to ensure that each trustee:
 - (A) understands the constitutional and statutory foundations of parental rights;
 - (B) recognizes the trustee's duty to parents and children as beneficiaries of the public education trust;
 - (C) governs in a manner that recognizes a parent's right to direct the upbringing, education, health, and moral training of their child; and
 - (D) ensures district policies, procedures, and practices comply with all applicable federal and state parental rights laws.
 - (2) A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed school board member who did not complete this training in the year preceding election or appointment must complete the training within 120 calendar days after election or appointment.
 - (3) The training requirement shall be fulfilled by completing the online course developed by the SBOE and provided by the Texas Education Agency.
 - (4) The continuing education shall be completed annually.
 - (A) In a board member's first year of service, the training shall be at least five hours in length.
 - (B) In subsequent years of service, the training shall be at least three hours in length.
 - (C) In the event of a break in service, a trustee's first year upon reappointment or reelection shall be considered the first year of service for purposes of the training requirements under this section.
- (5) Each school district shall maintain verification of completion for each trustee.

Discussion of Pending Litigation

April 8, 2026

COMMITTEE OF THE FULL BOARD: DISCUSSION STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: The State Board of Education (SBOE) may enter into executive session in accordance with the Texas Government Code, §551.071(1)(A), to discuss pending and contemplated litigation with the general counsel, legal staff, and, if necessary, attorney(s) from the Attorney General's Office. The Committee of the Full Board will meet in a room (to be determined) to discuss this item.

Cases to be discussed may include:

Gabryelle Daniels v. The State Board of Education, and The Attorney General
of Texas Ken Paxton, in the 250th District Court of Travis County
Cause No. D-1-GN-25-008725; and

any litigation arising after the date of posting or reasonably contemplated as of the date of the
board meeting.

BOARD RESPONSE: Board may advise and comment.

BACKGROUND INFORMATION AND JUSTIFICATION: At every regularly scheduled meeting, the SBOE has the opportunity to be apprised of pending litigation as the need arises. The SBOE may also receive continued briefing on procedural developments.

Staff Member Responsible:

Von Byer, General Counsel, Legal Services

COMMITTEE ON INSTRUCTION

**Adoption of Review of 19 TAC Chapter 89, Adaptations for Special Populations
(Adoption of Review)**

April 10, 2026

**COMMITTEE ON INSTRUCTION: ACTION
STATE BOARD OF EDUCATION: CONSENT**

SUMMARY: Texas Government Code (TGC), §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board of Education (SBOE) rules. This item presents the adoption of the review of 19 Texas Administrative Code (TAC) Chapter 89, Adaptations for Special Populations. The rules being reviewed relate to gifted/talented education, Texas certificate of high school equivalency, and special education services and settings.

STATUTORY AUTHORITY: The statutory authority for the rule review is TGC, §2001.039. The statutory authority for 19 TAC Chapter 89, Subchapter A, is Texas Education Code (TEC), §§29.121; 29.122; 29.123; 39.236; and 48.109; for Subchapter C is TEC, §7.111; and for Subchapter D is TEC, §30.003 and §30.004, as amended by House Bill (HB) 2 and Senate Bill (SB) 568, 89th Texas Legislature, Regular Session, 2025.

Texas Government Code, §2001.039, requires all state agencies to review their rules at least once every four years.

Subchapter A. Gifted/Talented Education

TEC, §29.121, establishes the definition of a gifted and talented student.

TEC, §29.122, establishes that each school district shall adopt a process for identifying and serving gifted and talented students.

TEC, §29.123, establishes that the State Board of Education (SBOE) shall develop and update a state plan for the education of gifted and talented students to guide school districts.

TEC, §39.236, establishes criteria for the commissioner to adopt standards to evaluate school district programs for gifted and talented students.

TEC, §48.109, establishes criteria for utilizing the gifted and talented student allotment funds.

Subchapter C. Texas Certificate of High School Equivalency

TEC, §7.111, authorizes the SBOE to adopt rules for the development and delivery of high school equivalency examinations and the provision for the administration of the examinations online, including a procedure for verifying the identity of the person taking the examination and the establishment and required payment of fees.

Subchapter D. Special Education Services and Settings

TEC, §30.003, prior to amendment by HB 2 and SB 568, 89th Texas Legislature, Regular Session, 2025, authorized the SBOE to set a date by rule on which school districts and state institutions shall provide to

the commissioner the necessary information to determine the district's share of cost for a student's education at the Texas School for the Blind and Visually Impaired or Texas School for the Deaf and adopt rules as necessary to implement this section of the TEC.

TEC, §30.004, prior to amendment by HB 2 and SB 568, 89th Texas Legislature, Regular Session, 2025, authorized the SBOE to adopt rules prescribing the information that school districts shall provide to parents or other persons having lawful control of a student about programs and services available at the Texas School for the Blind and Visually Impaired or the Texas School for the Deaf. This information is to include the availability of programs offered by state institutions for which the student may be eligible; the eligibility requirements and admission conditions imposed by each of those state institutions; and the rights of students regarding admission to those state institutions and the appeal of admission decisions.

The full text of statutory citations can be found in the links above.

PREVIOUS BOARD ACTION: The review of Chapter 89 was presented to the Committee on Instruction for discussion at the January 2026 meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBOE rules in Chapter 89 are organized as follows: Subchapter A, Gifted/Talented Education; Subchapter C, Texas Certificate of High School Equivalency; and Subchapter D, Special Education Services and Settings. Following is a summary of each subchapter.

Subchapter A. Gifted/Talented Education

The rules in this subchapter clarify requirements for local educational agencies (LEAs) regarding identification and services for students; professional development for teachers, counselors, and administrators; financial responsibility; and program accountability. The rules have been used as the foundation of the Texas State Plan for the Education of Gifted/Talented Students since November 1996.

Subchapter C. Texas Certificate of High School Equivalency

The rules in this subchapter provide for high school equivalency testing in the state, including the establishment of testing centers; eligibility requirements for the Texas Certificate of High School Equivalency; and requirements for examinee identification, retesting, testing accommodations for examinees with documented disabilities, and issuance of the certificate.

Subchapter D. Special Education Services and Settings

The rule in this subchapter establishes support for students enrolled in the Texas School for the Blind and Visually Impaired and Texas School for the Deaf. The statutory authority for the rule, TEC, §30.003 and §30.004, was amended by HB 2 and SB 568, 89th Texas Legislature, Regular Session, 2025. The legislation transferred rulemaking authority to the commissioner of education effective June 20, 2025; therefore, it is necessary for the SBOE to repeal the rule. Because the rule will be repealed, it is not subject to the rule review requirement under Texas Government Code, §2001.039.

This item presents the rule review of 19 TAC Chapter 89, which is designed to ensure that the SBOE continues to have statutory authority for these rules and that the reason for adopting these rules continues to exist. The text of Chapter 89 is not included as an attachment to this item; however, the rules are viewable on the TEA website at <https://tea.texas.gov/about-tea/laws-and-rules/texas-administrative-code/19-tac-chapter-89>.

If authorized by the SBOE, TEA will file the adopted review with the Texas Register stating that the SBOE finds the reasons for adopting Chapter 89, Subchapters A and C, continue to exist. The filing of the adopted review stating that the reasons for adoption continue to exist would not preclude any amendments that may be proposed at different dates through a separate rulemaking process.

PUBLIC COMMENTS: TEA filed the proposed review of Chapter 89, Subchapters A and C, with the Texas Register following the January 2026 SBOE meeting. The public comment period on the proposed review began February 27, 2026, and ended at 5:00 p.m. on March 30, 2026. At the time this item was prepared, no comments had been received regarding this review. Any public comments received will be provided to the SBOE during the April 2026 meeting. The SBOE will take registered oral and written comments on the proposed review at the appropriate committee meeting in April 2026 in accordance with the SBOE operating policies and procedures.

MOTION TO BE CONSIDERED: The State Board of Education:

Adopt the review of 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter A, Gifted/Talented Education, and Subchapter C, Texas Certificate of High School Equivalency.

Staff Members Responsible:

Kristin McGuire, Deputy Commissioner, Special Populations and Student Supports

Laura Briones, Director, Special Populations Policy and Compliance

Cindee Tonnesen, Program Manager, High School Equivalency and Student Recognition Programs

Discussion of Proposed Repeal of 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter D, Special Education Services and Settings, §89.62, Support of Students Enrolled in the Texas School for the Blind and Visually Impaired and Texas School for the Deaf

April 9, 2026

COMMITTEE ON INSTRUCTION: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: This item provides the opportunity for the committee to discuss the proposed repeal of 19 Texas Administrative Code (TAC) Chapter 89, Adaptations for Special Populations, Subchapter D, Special Education Services and Settings, §89.62, Support of Students Enrolled in the Texas School for the Blind and Visually Impaired and Texas School for the Deaf. The proposal would repeal §89.62 as the State Board of Education's (SBOE's) statutory authority for the rule was removed by House Bill (HB) 2 and Senate Bill (SB) 568, 89th Texas Legislature, Regular Session, 2025.

STATUTORY AUTHORITY: Texas Education Code (TEC), §30.003 and §30.004, as amended by HB 2 and SB 568, 89th Texas Legislature, Regular Session, 2025.

HB 2 and SB 568, 89th Texas Legislature, Regular Session, 2025, amended TEC, §30.003, to repeal the authority of the SBOE to set a date by rule on which school districts and state institutions shall provide to the commissioner the necessary information to determine the district's share of cost for a student's education at the Texas School for the Blind and Visually Impaired or Texas School for the Deaf and adopt rules as necessary to implement this section of the TEC.

HB 2 and SB 568, 89th Texas Legislature, Regular Session, 2025, amended TEC, §30.004, to repeal the authority of the SBOE to adopt rules prescribing the information that school districts shall provide to parents or other persons having lawful control of a student about programs and services available at the Texas School for the Blind and Visually Impaired or the Texas School for the Deaf. HB 2 and SB 568, 89th Texas Legislature, Regular Session, 2025, removed the SBOE's authority for this rule.

The full text of statutory citations can be found in the links above.

FUTURE ACTION EXPECTED: The proposed repeal of §89.62 will be presented for first reading and filing authorization to the SBOE at the June 2026 meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: Section 89.62 establishes support of students enrolled in the Texas School for the Blind and Visually Impaired and Texas School for the Deaf.

HB 2 and SB 568 modified TEC, §30.003 and §30.004, to remove the SBOE's authority for the rule.

Staff Members Responsible:

Kristin McGuire, Deputy Commissioner, Special Populations and Student Supports
Laura Briones, Director, Special Populations Policy and Compliance

Attachment:

Text of Proposed Repeal of 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter D, Special Education Services and Settings, §89.62, Support of Students Enrolled in the Texas School for the Blind and Visually Impaired and Texas School for the Deaf

ATTACHMENT
Text of 19 Proposed Repeal of 19 TAC

Chapter 89. Adaptations for Special Populations

[Subchapter D. Special Education Services and Settings]

§89.62. Support of Students Enrolled in the Texas School for the Blind and Visually Impaired and Texas School for the Deaf.

- ~~[(a) For each student enrolled in the Texas School for the Blind and Visually Impaired or Texas School for the Deaf, the school district responsible for providing appropriate special education and related services to the student shall share the cost of the student's education (excluding the summer programs) as provided under the Texas Education Code, §30.003.~~
- ~~(1) The information required in accordance with the Texas Education Code, §30.003(d), must be submitted in a form prescribed by the commissioner of education within 30 calendar days after the student enrolls in the Texas School for the Blind and Visually Impaired or Texas School for the Deaf.~~
- ~~(2) School districts required to remit their shares to the Texas Education Agency in accordance with the Texas Education Code, §30.003(d), shall do so within 60 days of notification by the commissioner of education.~~
- ~~(b) School districts shall provide, annually, in writing to each parent or legal guardian of an eligible student with visual or auditory impairments, the information specified in the Texas Education Code, §30.004(a)(1-3), before considering the student's placement for special education services.]~~

Action Regarding Innovative Courses

April 10, 2026

COMMITTEE ON INSTRUCTION: ACTION STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item provides an opportunity for the committee to take action on possible sunset of certain innovative courses that meet certain criteria established in 19 Texas Administrative Code (TAC) §74.27, Innovative Courses and Programs, and to add or adjust expiration dates for currently approved innovative courses as necessary.

STATUTORY AUTHORITY: Texas Education Code (TEC), [§28.002\(f\)](#).

TEC, §28.002(f), authorizes local school districts to offer courses in addition to those in the required curriculum for local credit and requires the State Board of Education (SBOE) to be flexible in approving a course for credit for high school graduation.

The full text of statutory citations can be found in the link above.

BACKGROUND INFORMATION AND JUSTIFICATION: After the SBOE adopted new rules concerning graduation requirements, the previously approved experimental courses were phased out as of August 31, 1998. Since the adoption of the Texas Essential Knowledge and Skills (TEKS), school districts and other entities have submitted requests for approval of innovative courses that do not have TEKS and meet a demonstrated student need. The process originally outlined in §74.27 provided authority for the commissioner of education to approve discipline-based courses but reserved for SBOE review and approval those courses that did not fall within any of the subject areas of the foundation or enrichment curriculum.

Each year, the Texas Education Agency (TEA) provides the opportunity for school districts and other entities to submit applications for proposed innovative courses. In November 2022, the board amended §74.27 to require that an applicant for an innovative course pilot the proposed course in a Texas school prior to seeking approval from the SBOE. At the April 2023 SBOE meeting, TEA staff provided an overview of the innovative course approval process, including key data related to historical implementation of innovative courses. At the November 2023 SBOE meeting, the board approved for second reading and final adoption the proposed amendment to §74.27, which included as a criteria for consideration for sunset a provision that a course must have been approved for at least three years and meet at least one additional criteria.

At the September 2025 meeting, the Committee on Instruction discussed the innovative course approval process and asked TEA staff to prepare a possible amendment to the rule for the committee to consider. The committee approved for first reading and filing authorization a proposed amendment to set more specific criteria for a course to be considered by the board as an innovative course; establish new timelines for SBOE action related to innovative courses; clarify requirements related to instructional materials for innovative courses; and adjust requirements for implementation of approved innovative courses. Due to a procedural error, the item was not approved by the SBOE at its general meeting.

The proposed amendment to §74.27 was approved by the SBOE for first reading and filing authorization at its January 2026 meeting. Also at the January 2026 meeting, the committee was presented with a separate item to discuss the possible sunset of certain innovative courses. This item provides the committee an opportunity to take action regarding innovative courses that meet the criteria outlined in

§74.27 for potential sunset and to add or adjust expiration dates for currently approved innovative courses as necessary.

Staff Member Responsible:

Shannon Trejo, Deputy Commissioner, Office of School Programs

Separate Exhibit:

Spring 2026 Innovative Course Sunset Report

(to be provided in advance of the April 2026 SBOE meeting)

Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs
(Second Reading and Final Adoption)

April 10, 2026

COMMITTEE ON INSTRUCTION: ACTION
STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item presents for second reading and final adoption a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs. The proposed amendment would update the process for review and approval of proposed innovative courses and sunset of existing courses and would update requirements for implementation of approved innovative courses. No changes are recommended since approved for first reading.

STATUTORY AUTHORITY: Texas Education Code (TEC), [§28.002\(f\)](#).

TEC, §28.002(f), authorizes local school districts to offer courses in addition to those in the required curriculum for local credit and requires the State Board of Education (SBOE) to be flexible in approving a course for credit for high school graduation.

The full text of statutory citations can be found in the link above.

EFFECTIVE DATE: The proposed effective date of the proposed amendment is 20 days after filing as adopted with the Texas Register. Under TEC, §7.102(f), the SBOE must approve the rule action at second reading and final adoption by a vote of two-thirds of its members to specify an effective date earlier than the beginning of the 2026-2027 school year. The earlier effective date will allow for adjustments to be made, as necessary, to the process to be used for consideration of innovative courses in future school years.

PREVIOUS BOARD ACTION: The SBOE adopted §74.27 effective September 1, 1996, with amendments effective September 1, 1998; September 1, 2001; December 25, 2007; December 25, 2019; February 26, 2023; February 18, 2024; and November 10, 2024. A discussion item on §74.27 was presented to the Committee on Instruction at the September 2025 SBOE meeting. A proposed amendment to §74.27 was presented to the Committee on Instruction for first reading and filing authorization at the November 2025 SBOE meeting. The item was not approved by the SBOE at its general meeting due to a procedural error. At the January 2026 meeting, the SBOE approved the proposed amendment to §74.27 for first reading and filing authorization.

BACKGROUND INFORMATION AND JUSTIFICATION: After the SBOE adopted new rules concerning graduation requirements, the previously approved experimental courses were phased out as of August 31, 1998. Following the adoption of the Texas Essential Knowledge and Skills (TEKS), school districts now submit requests for innovative course approval for courses that do not have TEKS. The process outlined in §74.27 provides authority for the SBOE to approve innovative courses. Each year, the Texas Education Agency (TEA) provides the opportunity for school districts and other entities to submit applications for proposed innovative courses. TEA staff works with applicants to fine tune their applications, which are then submitted to the Committee on Instruction for consideration.

At the June 2023 meeting, the Committee on Instruction discussed an amendment to §74.27 to add a provision for the sunset of innovative courses that meet certain criteria. The board approved for second reading and final adoption the proposed amendment to §74.27 at its August-September 2023 meeting. At the November 2023 SBOE meeting, the board approved for second reading and final adoption the proposed amendment to §74.27, which included as a criteria for consideration for sunset a provision that a course must have been approved for at least three years and meet at least one additional criteria. When TEA staff filed the rule as adopted with the Texas Register, the filing did not include the provision that a course must have been approved for at least three years and meet at least one additional criteria to be considered for sunset. The amendment became effective February 18, 2024. In order to correct the error made by TEA, the board adopted an additional amendment effective November 10, 2024.

At the September 2025 meeting, the Committee on Instruction discussed the innovative course approval process and asked TEA staff to prepare a possible amendment to the rule for the committee to consider. At the November 2025 SBOE meeting, a proposed amendment to §74.27 was presented for first reading and filing authorization to the Committee on Instruction and recommended for SBOE approval. Due to a procedural error, the item was not approved by the SBOE at its general meeting. The proposed amendment to §74.27 was approved by the SBOE for first reading and filing authorization at its January 2026 meeting.

The attachment to this item reflects the proposed amendment to §74.27 for consideration by the board for second reading and final adoption. The proposed amendment would set more specific criteria for a course to be considered by the board as an innovative course; establish new timelines for SBOE action related to innovative courses; clarify requirements related to instructional materials for innovative courses; and adjust requirements for implementation of approved innovative courses.

FISCAL IMPACT: No changes have been made to this section since published as proposed.

TEA has determined that there are no additional costs to state or local government, including school districts and open-enrollment charter schools, required to comply with the proposal.

LOCAL EMPLOYMENT IMPACT: No changes have been made to this section since published as proposed.

The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code, §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: No changes have been made to this section since published as proposed.

The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis specified in Texas Government Code, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: No changes have been made to this section since published as proposed.

The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to Texas Government Code, §2001.0045.

TAKINGS IMPACT ASSESSMENT: No changes have been made to this section since published as proposed.

The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under Texas Government Code, §2007.043.

GOVERNMENT GROWTH IMPACT: No changes have been made to this section since published as proposed.

TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would expand an existing regulation by setting more specific criteria for a course to be considered by the board as an innovative course, establishing new timelines for SBOE action related to innovative courses, and further clarifying other components of the rule.

The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not limit or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: No changes have been made to this section since published as proposed.

The proposal would update the process for review and approval of proposed innovative courses and sunset of existing courses and would update requirements for implementation of approved innovative courses. There is no anticipated economic cost to persons who are required to comply with the proposal.

DATA AND REPORTING IMPACT: No changes have been made to this section since published as proposed.

The proposal would have no data or reporting impact.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: No changes have been made to this section since published as proposed.

TEA has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: Following the January 2026 SBOE meeting, notice of the proposed amendment was filed with the Texas Register, initiating the public comment period. The public comment period began February 27, 2026, and ended at 5:00 p.m. on March 30, 2026. No comments had been received at the time this item was prepared. A summary of public comments received will be provided to the SBOE prior to and during the April 2026 meeting. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in April 2026 in accordance with the SBOE board operating policies and procedures.

MOTION TO BE CONSIDERED: The State Board of Education:

Approve for second reading and final adoption the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs; and

Make an affirmative finding that immediate adoption of the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs, is necessary and shall have an effective date of 20 days after filing with the Texas Register. *(Per TEC, §7.102(f), a vote of two-thirds of the members of the board is necessary for an earlier effective date.)*

Staff Member Responsible:

Shannon Trejo, Deputy Commissioner, School Programs

Attachment:

Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs

ATTACHMENT
Text of Proposed Amendment to 19 TAC

Chapter 74. Curriculum Requirements

Subchapter C. Other Provisions

§74.27. Innovative Courses and Programs.

- (a) A school district may offer innovative courses to enable students to master knowledge, skills, and competencies not included in the essential knowledge and skills of the required curriculum. After the State Board of Education (SBOE) approves an application for a new course or a renewal, a district shall obtain local board approval prior to offering the course.
- (1) The SBOE ~~[State Board of Education (SBOE)]~~ may approve discipline-based courses in the foundation or enrichment curriculum and courses that do not fall within any of the subject areas listed in the foundation and enrichment curricula when the applying school district or organization demonstrates at least one of the following: [that the proposed course is academically rigorous and addresses documented student needs.]
- (A) is academically rigorous and addresses documented student needs;
- (B) applies to a specialized group of students such as students with disabilities or gifted/talented students;
- (C) is content agnostic and supports generalized skills that prepare students for career and/or college; or
- (D) a need is identified in an emerging career and technical education (CTE) field or related to a regional program of study for a course that does not already exist as a Texas Essential Knowledge and Skills (TEKS)-based course.
- (2) The SBOE shall take action related to innovative courses on the following timelines.
- (A) An application window shall be made available every two years for new courses.
- (B) For existing courses, at the appropriate three-year or four-year mark as described by paragraph (8) of this subsection, the SBOE shall:
- (i) invite the applicant to submit updates to be considered as part of a renewal;
- (ii) set the course for expiration; or
- (iii) initiate a process for the course to become a TEKS-based course.
- (C) Notice of an upcoming application opportunity shall be published on the SBOE website at least six months in advance of the start of the application window.
- (D) Applications for new courses and renewals shall be posted on the Texas Education Agency (TEA) website for public comment at least 30 days prior to SBOE action.
- (E) Applications for new courses and renewals shall be approved not later than the January SBOE meeting for implementation of a course in the subsequent school year.
- (3) ~~[(2)]~~ Applications shall not be approved if the proposed course significantly duplicates the content of a TEKS-based ~~[Texas Essential Knowledge and Skills (TEKS)-based]~~ course or can reasonably be taught within an existing TEKS-based course.
- (4) ~~[(3)]~~ To request approval from the SBOE, the applying school district or organization must submit a request for approval , including the following information, within the window designated by the SBOE [at least six months before planned implementation that includes] :
- (A) a description of the course and its essential knowledge and skills;

- (B) the rationale and justification for the request in terms of student need;
 - (C) data that demonstrates successful piloting of the course in Texas;
 - ~~[(D)] a description of activities, major resources, and materials to be used;~~
 - (D) ~~[(E)]~~ the methods of evaluating student outcomes;
 - (E) ~~[(F)]~~ the qualifications of the teacher;
 - (F) ~~[(G)]~~ any training required in order to teach the course and any associated costs;
 - (G) ~~[(H)]~~ the amount of credit requested; and
 - (H) ~~[(I)]~~ a copy of or electronic access to any teacher resources and student-facing instructional materials required to teach ~~[recommended instructional resources for]~~ the course.
- (5) ~~[(4)]~~ To request approval for a career and technical education innovative course, the applying school district or organization must submit with its request for approval evidence that the course is aligned with state and/or regional labor market data.
- (6) ~~[(5)]~~ To request approval of a new innovative course, the applying school district or organization must submit with its request for approval evidence that the course has been successfully piloted in its entirety in at least one school in the state of Texas.
- (7) ~~[(6)]~~ The requirements of paragraphs (4)(C) ~~[(3)(C)]~~ and (6) ~~[(5)]~~ of this subsection do not apply to the consideration of a course developed to support a program of study in career and technical education.
- (8) ~~[(7)]~~ Newly approved innovative courses shall be approved for a period of three years, and courses approved for renewal shall be approved for a period of four ~~[five]~~ years.
- (9) ~~[(8)]~~ Following SBOE approval, with ~~[With]~~ the approval of the local board of trustees, a school district may offer, without changes or deletions to the approved standards and instructional materials ~~[content]~~, any state-approved innovative course.
- (10) ~~[(9)]~~ TEA ~~[Texas Education Agency]~~ shall review all approved innovative courses once every year ~~[two years]~~ and provide for consideration for sunset a list of innovative courses that have been approved as an innovative course for at least three years and meet at least one of the following criteria:
- (A) zero enrollment for the previous two years;
 - (B) average enrollment of less than 100 students statewide for the previous three years;
 - (C) student enrollment at an average of fewer than 20 districts or charter schools statewide for the previous three years;
 - (D) duplicative of another innovative or TEKS-based course; or
 - (E) approved for implementation as a TEKS-based course.
- (b) An ethnic studies course that has been approved by the SBOE as an innovative course shall be considered by the SBOE at a subsequent meeting for inclusion in the TEKS.
- (1) Only comprehensive ethnic studies courses in Native American studies, Latino studies, African American studies, and/or Asian Pacific Islander studies, inclusive of history, government, economics, civic engagement, culture, and science and technology, shall be considered by the SBOE.
 - (2) The chair of the Committee on Instruction, in accordance with SBOE Operating Rule 2.5(b), shall collaborate with the board chair to place the item on the next available Committee on Instruction agenda following SBOE approval of the innovative course.

Approval of Updates and Substitutions to Approved Instructional Materials

April 10, 2026

COMMITTEE ON INSTRUCTION: ACTION STATE BOARD OF EDUCATION: CONSENT

SUMMARY: This item provides an opportunity for the committee and board to approve update and/or substitution requests received for State Board of Education (SBOE)-adopted or approved products. The updated content has been posted for public review.

STATUTORY AUTHORITY: Texas Education Code (TEC), [§31.003](#) and [§31.022](#).

TEC, §31.003, permits the State Board of Education (SBOE) to adopt rules for the adoption, requisition, distribution, care, use, and disposal of instructional materials.

TEC, §31.022(b), requires the SBOE to adopt rules to provide for a full and complete investigation of instructional materials for each subject in the foundation curriculum and for each subject in the enrichment curriculum.

The full text of statutory citations can be found in the links above.

PREVIOUS BOARD ACTION: In January 2025, the SBOE approved requests from Studies Weekly to update content in its social studies grades K–5 products.

In April 2025, the SBOE approved a request from Texas Education Agency to update content in its *Bluebonnet Learning ELAR Grades K, 2, 4, and 5*.

In June 2025, the SBOE approved a request from Decker & Associates, Inc to update content in its *Personal Financial Literacy & Economics for Real Life* products, adopted under *Proclamation 2024*, and Accelerate Learning Inc. to update content in its *STEMscopes Texas Math grades K–8 and Algebra I* products approved as part of IMRA Cycle 2024.

In July 2025, the SBOE approved a request from Accelerate Learning Inc. to update content in its *STEMscopes Texas Math grades K–8 and Algebra I* products approved as part of IMRA Cycle 2024.

In January 2026, the SBOE approved update requests for previously adopted materials through a proclamation review or approved through the IMRA process from Agile Mind, Inc. to update content in its *Texas Algebra II*, and *Texas Algebra II* materials, Just Right Reader, Inc., in its *Decodables Plus de Tercer Grado* materials, OpenStax, Rice University in its *Algebra I* materials, Really Great Reading Company in its K–2 Phonics materials, *Countdown Texas Edition*, *Blast Foundations Texas Edition*, and *HD Word Texas Edition*. The SBOE also tabled The Texas Education Agency update requests for *Bluebonnet Learning Secondary Mathematics Grades 6-8*, *Algebra I*, *Geometry*, *Algebra II* and *Spanish Mathematics Grade 6*, *Bluebonnet Learning Mathematics Grades K–5 English and Spanish* mathematics, and *Bluebonnet Learning Reading Language Arts for Grades K–5 English and Spanish* language arts and reading. The Bluebonnet materials were later considered and approved at the February 2026 Special Called meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: Administrative rules in 19 TAC §67.39 (pertaining to Updates to Approved Instructional Materials) permit a publisher to submit a request for approval to update content in SBOE-approved instructional materials.

A publisher requesting approval of a content update shall provide a written request in a manner designated by the commissioner that includes an explanation of the reason for the update. This requirement includes electronic instructional materials and Internet products for which all users receive the same updates. The request must be accompanied by an electronic sample of the proposed updates. Proposed changes shall be posted on the Texas Education Agency (TEA) website for a minimum of 30 calendar days prior to approval.

MOTION TO BE CONSIDERED: The State Board of Education:

Approve requests to update content previously approved through the IMRA process from:

- Amplify Education, Inc. in their *Amplify Desmos Math Texas GK–5* full-subject mathematics materials;
- Edmentum, Inc. in their *Exact Path Mathematics–Grades K–5* supplemental mathematics materials;
- Heinemann in their *K–2 Texas Saxon Reading Foundations Teacher Resource Package* English phonics materials;
- HMH Education Company in their *HMH Into Reading Texas Version 2 Grades K–5* full-subject English language arts and reading materials, *HMH ¡Arriba la lectura! Texas Version 2 Grades K–5* full-subject Spanish language arts materials, and *HMH Math 180 Texas Grades 3–8* and *HMH Math 180 Flex Texas 3–8* supplemental mathematics materials;
- I Love to Read in Spanish, LLC in their Spanish phonics materials, *¡Estoy Listo! - Desarrollo de Habilidades Fundamentales de Lectoescritura, Kinder and Poquito a Poco-Desarrollo de Habilidades Fundamentales de Lectoescritura, Grado 1*;
- Lowman Education in their *3rd–8th Grade Math* and *Algebra I* supplemental mathematics materials and their *6th Grade RLA* full-subject English language arts and reading materials;
- MIND Education in their *ST Math Texas Grades K–5* supplemental mathematics materials;
- Perfection Learning Corporation in their *Measuring Up to the TEKS Mathematics Grade 3 Student /Teacher Package*, *Measuring Up to the TEKS Mathematics Grade 4 Student /Teacher Package*, *Measuring Up to the TEKS Mathematics Grade 5 Student /Teacher Package* supplemental mathematics materials;
- Progress Learning, LLC to in their *Progress Learning 3rd Grade–8th Grade Mathematics*, *Progress Learning Algebra I EOC*, *Progress Learning Algebra II*, *Progress Learning Geometry* supplemental mathematics materials; and
- Scholastic in their *Ready4Reading Grades K–3* English phonics materials.

with the requirement that all approved changes be reflected in the digital formats of the materials within 30 days of approval by the SBOE, and that identical updates to print formats be incorporated into the publisher's or manufacturer's next press run.

Staff Members Responsible:

Amie Phillips, Deputy Director, Instructional Materials Review and Approval

Colin Dempsey, Senior Division Director, District Operations, Technology, and Sustainability Supports

Attachment:

[IMRA-approved Content Changes | 2026](#)

**Proposed Repeal of 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.4, English Language Proficiency Standards
(Second Reading and Final Adoption)**

April 10, 2026

COMMITTEE ON INSTRUCTION: ACTION
STATE BOARD OF EDUCATION: CONSENT

SUMMARY: This item presents for second reading and final adoption the proposed repeal of 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.4, English Language Proficiency Standards. The proposed repeal would remove the English Language Proficiency Standards (ELPS) for Kindergarten-Grade 12 in §74.4 that will be superseded by 19 TAC §120.20, English Language Proficiency Standards, Kindergarten-Grade 3, Adopted 2024, and §120.21, English Language Proficiency Standards, Grades 4-12, Adopted 2024, beginning with the 2026-2027 school year. No changes are recommended since approved for first reading.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§7.102(c)(4), 28.002(a), and 29.051.

TEC, §7.102(c)(4), requires the State Board of Education (SBOE) to establish curriculum and graduation requirements.

TEC, §28.002(a), identifies the subjects of the required curriculum.

TEC, §29.051, establishes bilingual education and special language programs in public schools and provides supplemental financial assistance to help school districts meet the extra costs of the programs.

The full text of statutory citations can be found in the links above.

EFFECTIVE DATE: The proposed effective date of the proposed repeal is August 1, 2026. Under TEC, §7.102(f), the SBOE must approve the rule action at second reading and final adoption by a vote of two-thirds of its members to specify an effective date earlier than the beginning of the 2026-2027 school year. The earlier effective date will remove the ELPS and related implementation language that will be superseded by 19 TAC §120.20 and §120.21 beginning with the 2026-2027 school year to avoid confusion.

PREVIOUS BOARD ACTION: The SBOE originally adopted the ELPS in 2007 for implementation in the 2007-2008 school year. The SBOE adopted new ELPS for Kindergarten-Grade 3 and Grades 4-12 in September 2024. At the January 2026 SBOE meeting, the board approved for first reading and filing authorization the proposed repeal of §74.4.

BACKGROUND INFORMATION AND JUSTIFICATION: In 1998, standards for English as a second language (ESL) for students in Kindergarten-Grade 12 were adopted as part of 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language. In a subsequent Title III monitoring visit, the U.S. Department of Education (USDE) indicated that there was insufficient evidence demonstrating that the ESL standards outlined in 19 TAC Chapter 128 were aligned to state academic content and achievement standards in mathematics, as required by the No Child Left Behind Act (NCLB), §2113(b)(2). In November 2007, the SBOE adopted the ELPS as part of 19 TAC Chapter 74, Curriculum Requirements, to comply with NCLB

requirements. The adopted ELPS in §74.4 clarified that state standards in English language acquisition must be implemented as an integral part of the instruction in each foundation and enrichment subject. Additionally, English language proficiency levels of beginning, intermediate, advanced, and advanced high in the domains of listening, speaking, reading, and writing were established as part of the ELPS, as required by NCLB. The superseded second language acquisition standards in 19 TAC Chapter 128 were also repealed in September 2008 during the process of revising the Texas Essential Knowledge and Skills (TEKS) in 19 TAC Chapters 110 and 128.

The SBOE began review and revision of the ELPS in 2019, in accordance with the SBOE's approved TEKS and instructional materials review schedule. Applications to serve on ELPS review work groups were posted on the Texas Education Agency (TEA) website in December 2018, and TEA distributed a survey to collect information from educators regarding the current ELPS. Work groups were convened in March, May, August, September, and October 2019. In September 2019, the USDE indicated that Texas only partially met the requirements of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act, and requested additional evidence that the ELPS are aligned to the state's academic content standards and contain language proficiency expectations needed for emergent bilingual students to demonstrate achievement of the state academic standards appropriate to each grade level/grade band in at least reading language arts, mathematics, and science.

In response to feedback from work group members and the USDE, TEA staff convened a panel of experts in second language acquisition from Texas institutions of higher education to complete an analysis of the work group recommendations and current research on English language acquisition. Based on the panel's findings and direction from the SBOE, TEA executed personal services contracts with the panel members and a representative of an education service center to prepare a draft of revisions to the ELPS. Text of the draft ELPS completed by the expert panel was presented to the SBOE at the June 2023 SBOE meeting.

Applications to serve on the 2023-2024 ELPS review work groups were collected by TEA from June 2023 through January 2024. TEA staff provided SBOE members with applications for approval to serve on ELPS work groups in July, September, and December 2023 and January 2024. ELPS review work groups were convened in August, September, and November 2023 and March 2024 with the charge of reviewing and revising the expert panel's draft. In April 2024, the SBOE held a discussion item on the proposed new ELPS, and in May and June 2024, TEA convened a final work group to complete the recommendations for the new ELPS.

In September 2024, the SBOE adopted new ELPS for implementation in the 2026-2027 school year to ensure the standards are current and comply with federal requirements. The proposed repeal would remove the ELPS in §74.4 that will be superseded by the new ELPS in 19 TAC §120.20 and §120.21 beginning with the 2026-2027 school year.

Due to the volume of text proposed for repeal, the rule text is not included as an attachment in this agenda. However, the rules can be found on the TEA website at <https://tea.texas.gov/about-tea/laws-and-rules/texas-administrative-code/19-tac-chapter-74>.

FISCAL IMPACT: No changes have been made to this section since published as proposed.

TEA has determined that there are no additional costs to state or local government, including school districts and open-enrollment charter schools, required to comply with the proposal.

LOCAL EMPLOYMENT IMPACT: No changes have been made to this section since published as proposed.

The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code, §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: No changes have been made to this section since published as proposed.

The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis specified in Texas Government Code, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: No changes have been made to this section since published as proposed.

The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to Texas Government Code, §2001.0045.

TAKINGS IMPACT ASSESSMENT: No changes have been made to this section since published as proposed.

The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under Texas Government Code, §2007.043.

GOVERNMENT GROWTH IMPACT: No changes have been made to this section since published as proposed.

TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would repeal an existing regulation by removing outdated ELPS that will be superseded by a newly adopted set of ELPS.

The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not expand or limit an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: No changes have been made to this section since published as proposed.

The proposal would repeal the ELPS for Kindergarten-Grade 12 that will be superseded by 19 TAC §120.20 and §120.21 beginning with the 2026-2027 school year to avoid confusion. There is no anticipated economic cost to persons who are required to comply with the proposal.

DATA AND REPORTING IMPACT: No changes have been made to this section since published as proposed.

The proposal would have no data or reporting impact.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: No changes have been made to this section since published as proposed.

TEA has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: Following the January 2026 SBOE meeting, notice of the proposed repeal was filed with the Texas Register, initiating the public comment period. The public comment period began February 27, 2026, and ended at 5:00 p.m. on March 30, 2026. No comments had been received at the time this item was prepared. A summary of public comments received will be provided to the SBOE prior to and during the April 2026 meeting. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in April 2026 in accordance with the SBOE board operating policies and procedures.

MOTION TO BE CONSIDERED: The State Board of Education:

Approve for second reading and final adoption the proposed repeal of 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.4, English Language Proficiency Standards; and

Make an affirmative finding that immediate adoption of the proposed repeal of 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.4, English Language Proficiency Standards, is necessary and shall have an effective date of August 1, 2026. *(Per TEC, §7.102(f), a vote of two-thirds of the members of the board is necessary for an earlier effective date.)*

Staff Member Responsible:

Jessica Snyder, Senior Division Director, Curriculum Standards and Student Support

**Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B,
Graduation Requirements, §74.14, Performance Acknowledgments
(Second Reading and Final Adoption)**

April 10, 2026

COMMITTEE ON INSTRUCTION: ACTION
STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item presents for second reading and final adoption a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.14, Performance Acknowledgments. The proposed amendment would update the minimum score required for a performance acknowledgement on the SAT, align language related to ACT with language related to SAT, and add the Classic Learning Test® and Preliminary SAT (PSAT) 10 to appropriate performance acknowledgments. No changes are recommended since approved for first reading.

STATUTORY AUTHORITY: Texas Education Code (TEC), [§7.102\(c\)\(4\)](#) and [§28.025\(c-5\)](#).

TEC, §7.102(c)(4), requires the State Board of Education (SBOE) to establish curriculum and graduation requirements.

TEC, §28.025(c-5), requires the SBOE to adopt rules permitting a student to earn a performance acknowledgment on the student's transcript for outstanding performance in a dual credit course; in bilingualism and biliteracy; on a college advanced placement test or international baccalaureate examination; on an established, valid, reliable, and nationally norm-referenced preliminary college preparation assessment instrument used to measure a student's progress toward readiness for college and the workplace; on an established, valid, reliable, and nationally norm-referenced assessment instrument used by colleges and universities as part of their undergraduate admissions process; or for earning a state recognized or nationally or internationally recognized business or industry certification or license.

The full text of statutory citations can be found in the links above.

EFFECTIVE DATE: The proposed effective date of the proposed amendment is August 1, 2026. Under TEC, §7.102(f), the SBOE must approve the rule action at second reading and final adoption by a vote of two-thirds of its members to specify an effective date earlier than the beginning of the 2026-2027 school year. The earlier effective date will allow districts of innovation that begin school prior to the statutorily required start date to implement the proposed rulemaking when they begin their school year.

PREVIOUS BOARD ACTION: The SBOE adopted §74.14 effective July 8, 2014, with amendments effective August 22, 2016; August 27, 2018; and August 1, 2022. A discussion item on §74.14 was presented to the Committee on Instruction at the November 2025 SBOE meeting. At the January 2026 meeting, the SBOE approved the proposed amendment to §74.14 for first reading and filing authorization.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBOE adopted rules in 19 TAC Chapter 74, Subchapter B, to implement the Foundation High School Program effective July 8, 2014. In April 2018, the SBOE adopted an amendment to update the number of subject tests on the ACT Aspire™ examination that are required to earn a performance acknowledgement and to update the qualifying score on the SAT® exam to a single composite score of 1350. The committee was recently made aware that the amended language that was adopted in 2018 for SAT and ACT is inconsistent.

At the January 2026 meeting, the College Board presented public testimony to the Committee on Instruction with information from concordance tables developed and approved by the College Board and ACT. The ACT-SAT concordance tables indicate that an SAT score of 1340 should be used as the equivalent to an ACT score of 29 when a single SAT score is needed. It was also brought to the committee's attention that the PSAT™ 10 has more flexible testing windows but is otherwise the same exam as the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)®.

The attachment to this item reflects a proposed amendment to §74.14 for consideration by the Committee on Instruction for second reading and final adoption. The proposal would correct the inconsistency in references to SAT and ACT, update the minimum score required for a performance acknowledgement on the SAT from 1350 to 1340, and add the Classic Learning Test® and PSAT 10 to appropriate performance acknowledgments.

FISCAL IMPACT: No changes have been made to this section since published as proposed.

The Texas Education Agency (TEA) has determined that there are no additional costs to state or local government, including school districts and open-enrollment charter schools, required to comply with the proposal.

LOCAL EMPLOYMENT IMPACT: No changes have been made to this section since published as proposed.

The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code, §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: No changes have been made to this section since published as proposed.

The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis specified in Texas Government Code, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: No changes have been made to this section since published as proposed.

The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to Texas Government Code, §2001.0045.

TAKINGS IMPACT ASSESSMENT: No changes have been made to this section since published as proposed.

The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under Texas Government Code, §2007.043.

GOVERNMENT GROWTH IMPACT: No changes have been made to this section since published as proposed.

TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would expand an existing regulation by permitting students to earn a performance acknowledgment related to the Classic Learning Test® and the PSAT 10.

The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not limit or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: No changes have been made to this section since published as proposed.

The proposal would permit students to earn a performance acknowledgment related to the Classic Learning Test® and PSAT 10, clarify that students may earn a performance acknowledgment for achieving at least a minimum score of 29 on the ACT Aspire™ examination or the ACT PreACT® examination, and align the ACT and SAT scores required to earn a performance acknowledgment by changing the SAT minimum score from 1350 to 1340 in accordance with the ACT-SAT concordance tables. There is no anticipated economic cost to persons who are required to comply with the proposal.

DATA AND REPORTING IMPACT: Changes have been made to this section since published as proposed.

The proposed amendment would require updates to the Texas Records Exchange (TREx) to include the Classic Learning Test® and PSAT 10. The instructions in TREx for indicating a performance acknowledgment on the high school transcript would also need to be updated by changing the minimum score identified for performance on an SAT® exam from 1350 to 1340.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: No changes have been made to this section since published as proposed.

TEA has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: Following the January 2026 SBOE meeting, notice of the proposed amendment was filed with the Texas Register, initiating the public comment period. The public comment period began February 27, 2026, and ended at 5:00 p.m. on March 30, 2026. No comments had been received at the time this item was prepared. A summary of public comments received will be provided to the SBOE prior to and during the April 2026 meeting. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in April 2026 in accordance with the SBOE board operating policies and procedures.

MOTION TO BE CONSIDERED: The State Board of Education:

Approve for second reading and final adoption the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.14, Performance Acknowledgments; and

Make an affirmative finding that immediate adoption of the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.14, Performance Acknowledgments, is necessary and shall have an effective date of August 1, 2026. *(Per TEC, §7.102(f), a vote of two-thirds of the members of the board is necessary for an earlier effective date.)*

Staff Member Responsible:

Jessica Snyder, Senior Division Director, Curriculum Standards and Student Support

Attachment:

Text of Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.14, Performance Acknowledgments

ATTACHMENT
Text of Proposed Amendment to 19 TAC

Chapter 74. Curriculum Requirements

Subchapter B. Graduation Requirements

§74.14. Performance Acknowledgments.

- (a) A student may earn a performance acknowledgment on the student's transcript for outstanding performance in a dual credit course by successfully completing:
 - (1) at least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of the equivalent of 3.0 or higher on a scale of 4.0; or
 - (2) an associate degree while in high school.
- (b) A student may earn a performance acknowledgment on the student's transcript for outstanding performance in bilingualism and biliteracy as follows.
 - (1) A student may earn a performance acknowledgment by demonstrating proficiency in accordance with local school district grading policy in two or more languages by:
 - (A) completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; and
 - (B) satisfying one of the following:
 - (i) completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
 - (ii) demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
 - (iii) completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; or
 - (iv) demonstrated proficiency in one or more languages other than English through one of the following methods:
 - (I) a score of 3 or higher on a College Board Advanced Placement examination for a language other than English; or
 - (II) a score of 4 or higher on an International Baccalaureate examination for a higher-level languages other than English course; or
 - (III) performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent.
 - (2) In addition to meeting the requirements of paragraph (1) of this subsection, to earn a performance acknowledgment in bilingualism and biliteracy, an emergent bilingual student must also have:
 - (A) participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; and
 - (B) scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).
- (c) A student may earn a performance acknowledgment on the student's transcript for outstanding performance on a College Board Advanced Placement test or International Baccalaureate examination by earning:

- (1) a score of 3 or above on a College Board Advanced Placement examination; or
 - (2) a score of 4 or above on an International Baccalaureate examination.
- (d) A student may earn a performance acknowledgment on the student's transcript for outstanding performance on an established, valid, reliable, and nationally norm-referenced preliminary college preparation assessment instrument used to measure a student's progress toward readiness for college and the workplace or on an established valid, reliable, and nationally norm-referenced assessment instrument used by colleges and universities as part of their undergraduate admissions process by:
- (1) earning a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) or PSAT 10 that qualifies the student for recognition as a commended scholar or higher by the National Merit Scholarship Corporation or as an awardee of the National Recognition Programs of the College Board;
 - (2) earning a composite score of at least 442 on the ACT Aspire™ examination;
 - (3) earning a composite score of at least 29 on the ACT PreACT® examination;
 - (4) earning a total score of at least 101 on the Classic Learning Test® (CLT) 10;
 - ~~(5) [(4)]~~ earning a total score of at least ~~1340~~ [1350] on the SAT®; ~~[or]~~
 - ~~(6) [(5)]~~ earning a composite score of at least 29 on the ACT® examination ~~[of 29]~~ (excluding the writing subscore) ; or ~~[=]~~
 - ~~(7)~~ earning a total score of at least 96 on the CLT.
- (e) A student may earn a performance acknowledgment on the student's transcript for earning a state-recognized or nationally or internationally recognized business or industry certification or license as follows.
- (1) A student may earn a performance acknowledgment with:
 - (A) performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification; or
 - (B) performance on an examination sufficient to obtain a government-required credential to practice a profession.
 - (2) Nationally or internationally recognized business or industry certification shall be defined as an industry-validated credential that complies with knowledge and skills standards promulgated by a nationally or internationally recognized business, industry, professional, or government entity representing a particular profession or occupation that is issued by or endorsed by:
 - (A) a national or international business, industry, or professional organization;
 - (B) a state agency or other government entity; or
 - (C) a state-based industry association.
 - (3) Certifications or licensures for performance acknowledgements shall:
 - (A) be age appropriate for high school students;
 - (B) represent a student's substantial course of study and/or end-of-program knowledge and skills;
 - (C) include an industry-recognized examination or series of examinations, an industry-validated skill test, or demonstrated proficiency through documented, supervised field experience; and
 - (D) represent substantial knowledge and multiple skills needed for successful entry into a high-skill occupation.

**COMMITTEE ON SCHOOL FINANCE/
PERMANENT SCHOOL FUND**

**Proposed Amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing,
Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide
(Second Reading and Final Adoption)**

April 10, 2026

**COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: ACTION
STATE BOARD OF EDUCATION: CONSENT**

SUMMARY: This item presents for second reading and final adoption a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide. The proposed amendment would adopt by reference the updated *Financial Accountability System Resource Guide* (FASRG), which includes annual updates and removes information related to the compensatory education allotment to align with House Bill 2, 89th Texas Legislature, Regular Session, 2025. No changes are recommended since approved for first reading.

STATUTORY AUTHORITY: Texas Education Code (TEC), [§§7.102\(c\)\(32\), 44.001\(a\) and \(b\), 44.007\(a\)-\(d\), and 44.008\(b\)](#).

TEC, §7.102(c)(32), requires the State Board of Education (SBOE) to adopt rules concerning school district budgets and audits of school district fiscal accounts as required under TEC, Chapter 44, Subchapter A.

TEC, §44.001(a), requires the commissioner to establish advisory guidelines relating to the fiscal management of a school district. TEC, §44.001(b), requires the commissioner to report annually to the SBOE the status of school district fiscal management as reflected by the advisory guidelines and by statutory requirements.

TEC, §44.007(a), requires the board of trustees of each school district to adopt and install a standard school fiscal accounting system that conforms with generally accepted accounting principles. TEC, §44.007(b), requires the accounting system to meet at least the minimum requirements prescribed by the commissioner, subject to review and comment by the state auditor. TEC, §44.007(c), requires a record to be kept of all revenues realized and of all expenditures made during the fiscal year for which a budget is adopted. A report of the revenues and expenditures for the preceding fiscal year is required to be filed with the agency on or before the date set by the SBOE. TEC, §44.007(d), requires each district, as part of the report required by TEC, §44.007, to include management, cost accounting, and financial information in a format prescribed by the SBOE in a manner sufficient to enable the board to monitor the funding process and determine educational system costs by district, campus, and program.

TEC, §44.008(b), requires the independent audit to meet at least the minimum requirements and be in the format prescribed by the SBOE, subject to review and comment by the state auditor. The audit must include an audit of the accuracy of the fiscal information provided by the district through the Public Education Information Management System (PEIMS).

The full text of statutory citations can be found in the links above.

EFFECTIVE DATE: The proposed effective date of the proposed amendment is 20 days after filing as adopted with the Texas Register. Under TEC, §7.102(f), the SBOE must approve the rule action at second reading and final adoption by a vote of two-thirds of its members to specify an effective date earlier than

the beginning of the 2026-2027 school year. The earlier effective date will ensure the provisions of the FASRG align with current governmental accounting and auditing standards for school districts and charter schools as soon as possible.

PREVIOUS BOARD ACTION: The current FASRG, Version 19, was adopted by reference in §109.41 effective March 31, 2024. At the November 2025 SBOE meeting, the committee discussed the proposed amendment to §109.41 and the proposed updates to the FASRG modules to be adopted by reference in the rule. At the January 2026 SBOE meeting, the board approved for first reading and filing authorization the proposed amendment to §109.41.

BACKGROUND INFORMATION AND JUSTIFICATION: The FASRG describes the rules of financial accounting for school districts, charter schools, and education service centers and is adopted by reference under §109.41. In addition, revisions to the FASRG would align the content with current governmental accounting and auditing standards, remove obsolete requirements, and remove descriptions and discussions of best practices and other non-mandatory elements.

Requirements for financial accounting and reporting are derived from generally accepted accounting principles (GAAP). School districts and charter schools are required to adhere to GAAP. Legal and contractual considerations typical of the government environment are reflected in the fund structure basis of accounting.

An important function of governmental accounting systems is to enable administrators to assure and report on compliance with finance-related legal provisions. This assurance and reporting means that the accounting system and its terminology, fund structure, and procedures must be adapted to satisfy finance-related legal requirements. However, the basic financial statements of school districts and charter schools should be prepared in conformity with GAAP.

School district and governmental charter school accounting systems shall use the accounting code structure presented in the Account Code Structure section of Module 1 of the FASRG and nonprofit charter school accounting systems shall use the accounting code structure presented in the Accounting Code Structure section of Module 2 of the FASRG. Funds shall be classified and identified on required financial statements by the same code number and terminology provided in the Account Code section of Module 1 FAR Appendices for school districts and governmental charter schools and Module 3 of the FASRG for nonprofit charter schools.

The following changes would be made to FASRG Modules 1 through 6.

Module 1, Financial Accounting and Reporting (FAR) and FAR Appendices

Module 1 aligns with current governmental accounting standards. Proposed Module 1 would include the following changes. Updates would be made to accounting codes and accounting guidance, including the removal of several program intent codes related to state compensatory education, and previous guidance would be clarified, including additional information on shared services arrangements. School districts and charter schools would be required to maintain proper budgeting and financial accounting and reporting systems. In addition, school districts would be required to establish principles and policies to ensure uniformity in accounting in conformity with GAAP established by the Governmental Accounting Standards Board (GASB).

Module 2, Special Supplement - Charter Schools

Module 2 aligns with current financial accounting reporting standards. Proposed Module 2 would include the following changes. Updates would be made to accounting codes and accounting guidance, and previous guidance would be clarified. The proposed module would establish financial and accounting requirements for Texas public charter schools to ensure uniformity in accounting in conformity with GAAP. The proposed module would also include current guidance that complements the American Institute of Certified Public Accountants (AICPA) *Audit and Accounting Guide, State and Local Governments* and supplements the *Government Auditing Standards* of the United States Government Accountability Office (GAO). These requirements facilitate preparation of financial statements that conform to GAAP established by the Financial Accounting Standards Board (FASB).

Module 3, Special Supplement - Non-profit Charter Schools Chart of Accounts

Module 3 aligns with current financial accounting standards. Proposed Module 3 would include the following changes. Updates would be made to accounting codes and accounting guidance, including the removal of several program intent codes related to state compensatory education, and previous guidance would be clarified. Charter schools would be required to maintain proper budgeting and financial accounting and reporting systems that are in conformity with Texas Education Data Standards in the Texas Student Data Systems (TSDS) PEIMS. In addition, charter schools would be required to establish principles and policies to ensure uniformity in accounting in conformity with GAAP established by the FASB. The proposed module would also include current auditing guidance that complements the AICPA *Audit and Accounting Guide, State and Local Governments* and supplements the *Government Auditing Standards* of the United States GAO. These requirements facilitate preparation of financial statements that conform to GAAP established by the FASB.

Module 4, Auditing

Module 4 aligns with current auditing standards. Proposed Module 4 would include the following changes. Updates would be made to accounting codes and accounting guidance, and previous guidance would be clarified. The proposed module would establish auditing requirements for Texas public school districts and charter schools and include current requirements from TEC, §44.008, as well as Code of Federal Regulations, Title 2, Part 200, Subpart F, Audit Requirements, that implement the federal Single Audit Act. The proposed module would also include current auditing guidance that complements the AICPA *Audit and Accounting Guide, State and Local Governments* and supplements the *Government Auditing Standards* of the United States GAO. These requirements facilitate preparation of financial statements that conform to GAAP established by the GASB.

Module 5, Purchasing

Module 5 aligns with current purchasing laws and standards. Proposed Module 5 would include the following changes. Updates would be made to purchasing guidance that has changed from previous legislation, including an increase in the purchasing threshold from \$50,000 to \$100,000 for procurement requirements. Purchasing rules that needed additional explanation would be clarified. School districts and charter schools would be required to establish procurement policies and procedures that align with their unique operating environment and ensure compliance with relevant statutes and policies.

Module 6, Compensatory Education, Guidelines, Financial Treatment, and an Auditing and Reporting System

Module 6, which provides information to assist school districts and charter schools with using the state compensatory education allotment, would be deleted because House Bill 2, 89th Texas Legislature, Regular Session, 2025, repealed TEC, §48.104(j-1) and (k)-(o), which set requirements for using the allotment.

FISCAL IMPACT: No changes have been made to this section since published as proposed.

The Texas Education Agency (TEA) has determined that there are no additional costs to state or local government, including school districts and open-enrollment charter schools, required to comply with the proposal.

LOCAL EMPLOYMENT IMPACT: No changes have been made to this section since published as proposed.

The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code, §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: No changes have been made to this section since published as proposed.

The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis specified in Texas Government Code, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: No changes have been made to this section since published as proposed.

The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to Texas Government Code, §2001.0045.

TAKINGS IMPACT ASSESSMENT: No changes have been made to this section since published as proposed.

The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under Texas Government Code, §2007.043.

GOVERNMENT GROWTH IMPACT: No changes have been made to this section since published as proposed.

TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would expand and limit an existing regulation. The proposal would amend requirements and provide updated governmental accounting and auditing standards. In some instances, the proposed changes would add information, and in some instances, information would be removed.

The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or

decrease in fees paid to the agency; would not create a new regulation; would not repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: No changes have been made to this section since published as proposed.

The proposal would ensure that the provisions of the FASRG align with current governmental accounting and auditing standards for school districts and charter schools. There is no anticipated economic cost to persons who are required to comply with the proposal.

DATA AND REPORTING IMPACT: No changes have been made to this section since published as proposed.

The proposal would have no data and reporting impact.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: No changes have been made to this section since published as proposed.

TEA has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: Following the January 2026 SBOE meeting, notice of the proposed amendment was filed with the Texas Register, initiating the public comment period. The public comment period began February 27, 2026, and ended at 5:00 p.m. on March 30, 2026. No comments had been received at the time this item was prepared. A summary of public comments received will be provided to the SBOE during the April 2026 meeting. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in April 2026 in accordance with the SBOE board operating policies and procedures.

MOTION TO BE CONSIDERED: The State Board of Education:

Approve for second reading and final adoption the proposed amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide; and

Make an affirmative finding that immediate adoption of the proposed amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide, is necessary and shall have an effective date of 20 days after filing as adopted with the Texas Register. *(Per TEC, §7.102(f), a vote of two-thirds of the members of the board is necessary for an earlier effective date.)*

Staff Member Responsible:

David Marx, Senior Director, Financial Compliance

Attachment I:

Text of Proposed Amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide

Attachment II:

Proposed FASRG Module 1, Financial Accounting and Reporting (FAR)

Attachment III:

Proposed FASRG Module 1, FAR Appendices

Attachment IV:

Proposed FASRG Module 2, Special Supplement - Charter Schools

Attachment V:

Proposed FASRG Module 3, Special Supplement - Non-profit Charter Schools Chart of Accounts

Attachment VI:

Proposed FASRG Module 4, Auditing

Attachment VII:

Proposed FASRG Module 5, Purchasing

Attachment VIII:

Proposed FASRG Module 6, Compensatory Education, Guidelines, Financial Treatment, and an Auditing and Reporting System

Due to the size of Attachments II-VIII, the FASRG modules are available electronically on the TEA website at <https://tea.texas.gov/finance-and-grants/financial-accountability/financial-accountability-system-resource-guide>.

ATTACHMENT I
Text of Proposed Amendment to 19 TAC

Chapter 109. Budgeting, Accounting, and Auditing

Subchapter C. Adoptions By Reference

§109.41. Financial Accountability System Resource Guide.

The rules for financial accounting are described in the official Texas Education Agency (TEA) publication Financial Accountability System Resource Guide, Version 20 [~~19~~] , which is adopted by this reference as the agency's official rule. A copy is available on the TEA website with information related to financial compliance.

**Proposed Revisions to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter B, Texas Education Agency Audit Functions, §109.25, State Compensatory Education Program Reporting and Auditing System, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract
(Second Reading and Final Adoption)**

April 10, 2026

**COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: ACTION
STATE BOARD OF EDUCATION: CONSENT**

SUMMARY: This item presents for second reading and final adoption proposed revisions to 19 Texas Administrative Code (TAC) Chapter 109, Budgeting, Accounting, and Auditing, Subchapter B, Texas Education Agency Audit Functions, §109.25, State Compensatory Education Program Reporting and Auditing System, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract. The proposed revisions would repeal §109.25, whose statutory authority, Texas Education Code (TEC), §48.104(j-1), (k), (l), (m), (n), and (o), was removed by House Bill (HB) 2, 89th Texas Legislature, Regular Session, 2025. The proposed revisions would also align language in Subchapter D with TEC, §45.208, which no longer requires depository contracts to be submitted to the Texas Education Agency (TEA). No changes are recommended since approved for first reading.

STATUTORY AUTHORITY: [HB 2, Section 7.24, 89th Texas Legislature, Regular Session, 2025](#); and TEC, [§45.208](#).

HB 2, Section 7.24, 89th Texas Legislature, Regular Session, 2025, amended TEC, §48.104, to repeal the authority of the State Board of Education (SBOE) to direct how the state compensatory education allotments funds are spent and how the expenditures are reported to TEA.

TEC, §45.208, requires that a school district use the depository contract prescribed by the SBOE and that the depository bank secure the highest daily amount of cash in the bank using a bond or other surety agreements.

The full text of statutory citations can be found in the links above.

EFFECTIVE DATE: The proposed effective date of the proposed revisions is 20 days after filing as adopted with the Texas Register. Under TEC, §7.102(f), the SBOE must approve the rule action at second reading and final adoption by a vote of two-thirds of its members to specify an effective date earlier than the beginning of the 2026-2027 school year. The earlier effective date will ensure that school districts and charter schools can adopt the proposed revisions as soon as possible.

PREVIOUS BOARD ACTION: At the November 2025 SBOE meeting, the committee discussed the proposed revisions to Chapter 109, Budgeting, Accounting, and Auditing, Subchapter B, Texas Education Agency Audit Functions, §109.25, State Compensatory Education Program Reporting and Auditing System, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract. At the January 2026 SBOE meeting, the board approved the proposed revisions for first reading and filing authorization.

BACKGROUND INFORMATION AND JUSTIFICATION: Section 109.25 requires each school district and charter school to report financial information relating to the expenditure of the state compensatory education allotment under the Foundation School Program to TEA. HB 2, 89th Texas

Legislature, Regular Session, 2025, repealed the SBOE's authority to direct how the state compensatory education allotment funds are spent and how the funds are reported to TEA. Therefore, the proposed repeal of §109.25 is necessary to implement HB 2.

Section 109.52 establishes the requirement that each school district select at least one bank as a depository and enter into a depository contract with the bank, providing the completed contract to TEA. Section 109.52 also establishes the requirement that a district provide a completed surety bond form to TEA if the depository bank uses a surety bond to secure district deposits. The section includes the depository contract form and surety bond form with the content prescribed by the SBOE. Senate Bill 1376, 86th Texas Legislature, 2019, repealed the requirement for districts to submit certain depository information to TEA. Therefore, §109.52 would be amended to remove filing requirements.

Section 109.51 would be amended to make non-substantive changes to align with language in §109.52.

FISCAL IMPACT: No changes have been made to this section since published as proposed.

TEA has determined that there are no additional costs to state or local government, including school districts and open-enrollment charter schools, required to comply with the proposal.

LOCAL EMPLOYMENT IMPACT: No changes have been made to this section since published as proposed.

The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code, §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: No changes have been made to this section since published as proposed.

The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis specified in Texas Government Code, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: No changes have been made to this section since published as proposed.

The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to Texas Government Code, §2001.0045.

TAKINGS IMPACT ASSESSMENT: No changes have been made to this section since published as proposed.

The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under Texas Government Code, §2007.043.

GOVERNMENT GROWTH IMPACT: No changes have been made to this section since published as proposed.

TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would repeal an existing regulation to remove a rule whose statutory authority has been removed. The proposed rulemaking would

also limit an existing regulation to remove the requirement that school districts file certain documents with TEA.

The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not expand an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: No changes have been made to this section since published as proposed.

The proposal would remove an outdated rule and clarify that the requirements and eligibility criteria for school districts and charter schools regarding the execution and management of depository contracts. This clarification promotes transparency, ensures compliance with statutory provisions, and supports sound financial practices in safeguarding public funds. There is no anticipated economic cost to persons who are required to comply with the proposal.

DATA AND REPORTING IMPACT: No changes have been made to this section since published as proposed.

The proposal would have no new data and reporting impact.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: No changes have been made to this section since published as proposed.

TEA has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: Following the January 2026 SBOE meeting, notice of the proposed revisions was filed with the Texas Register, initiating the public comment period. The public comment period began February 27, 2026, and ended at 5:00 p.m. on March 30, 2026. No comments had been received at the time this item was prepared. A summary of public comments received will be provided to the SBOE during the April 2026 meeting. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in April 2026 in accordance with the SBOE board operating policies and procedures.

MOTION TO BE CONSIDERED: The State Board of Education:

Approve for second reading and final adoption the proposed revisions to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter B, Texas Education Agency Audit Functions, §109.25, State Compensatory Education Program Reporting and Auditing System, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract; and

Make an affirmative finding that immediate adoption of the proposed revisions to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter B, Texas Education Agency Audit Functions, §109.25, State Compensatory Education Program Reporting and Auditing System, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract, is necessary and shall have an effective date of 20 days after filing as adopted with the Texas

Register. *(Per TEC, §7.102(f), a vote of two-thirds of the members of the board is necessary for an earlier effective date.)*

Staff Member Responsible:

David Marx, Senior Director, Financial Compliance

Attachment I:

Text of Proposed Revisions to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter B, Texas Education Agency Audit Functions, §109.25, State Compensatory Education Program Reporting and Auditing System, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract

Attachment II:

Figure: 19 TAC §109.51(c)

Attachment III:

Figure: 19 TAC §109.51(d)

Attachment IV:

Figure: 19 TAC §109.52(b)

Attachment V:

Figure: 19 TAC §109.52(d)

ATTACHMENT I
Text of Proposed Revisions to 19 TAC

Chapter 109. Budgeting, Accounting, and Auditing

Subchapter B. Texas Education Agency Audit Functions

§109.25. State Compensatory Education Program Reporting and Auditing System.

- ~~(a) Each school district and charter school shall report financial information relating to expenditure of the state compensatory education allotment under the Foundation School Program to the Texas Education Agency (TEA). Each school district and charter school shall report the information according to standards for financial accounting provided in §109.41 of this title (relating to Financial Accountability System Resource Guide.) The financial data will be reported annually through the Public Education Information Management System. The commissioner of education shall ensure that districts follow guidelines contained in the "Financial Accountability System Resource Guide" in attributing supplemental direct costs to state compensatory education and accelerated instruction programs and services. Costs charged to state compensatory education shall be for programs and services that supplement the regular education program.~~
- ~~(b) Each school district and charter school shall ensure that supplemental direct costs and personnel attributed to compensatory education and accelerated instruction are identified in district and/or campus improvement plans at the summary level for financial units or campuses. Each school district and charter school shall maintain documentation that supports the attribution of supplemental costs and personnel to compensatory education. School districts and charter schools must also maintain sufficient documentation supporting the appropriate identification of students in at risk situations, under criteria established in Texas Education Code (TEC), §29.081.~~
- ~~(c) The TEA shall conduct risk assessment and desk audit processes to identify the school districts, charter schools, or campuses most at risk of inappropriate allocation and/or underexpenditure of the compensatory education allotment. In the risk assessment and desk audit processes, the TEA shall consider the following factors:~~
- ~~(1) aggregate performance of students in at risk situations on the state assessment instruments that is below the standards for the "acceptable" rating, as defined in the state accountability system;~~
- ~~(2) the financial management of compensatory education funds; and/or~~
- ~~(3) the quality of data related to compensatory education submitted by a school district or charter school.~~
- ~~(d) The TEA shall use the results of risk assessment and desk audit processes to prioritize school districts or charter schools for the purpose of on-site visits and may conduct on-site visits.~~
- ~~(e) The TEA shall issue a preliminary report resulting from a desk audit or an on-site visit before submitting a final report to the school district or charter school. After issuance of a preliminary report, a school district or charter school must file with the TEA the following:~~
- ~~(1) a response to the preliminary report within 20 calendar days from the date of the preliminary report outlining steps the school district or charter school will take to resolve the issues identified in the preliminary report; and~~
- ~~(2) a corrective action plan within 60 calendar days from the date of the preliminary report if the school district's or charter school's response to the preliminary report does not resolve issues identified in the preliminary report.~~
- ~~(f) The TEA shall issue a final report that indicates whether the school district or charter school has resolved the findings in the preliminary report and whether the corrective action plan filed under subsection (e)(2) of this section is adequate.~~
- ~~(1) If the final report contains a finding of noncompliance with TEC, §48.104(k), the report shall include a financial penalty authorized under TEC, §48.104(o).~~

~~(2) If the school district or charter school responds with an appropriate corrective action plan, the TEA shall rescind the financial penalty and release the amount of the penalty to the school district or charter school.~~

~~(g) The TEA may conduct an on-site visit to verify the implementation of a school district's or charter school's corrective action plan.]~~

Subchapter D. Uniform Bank Bid or Request for Proposal and Depository Contract

§109.51. Uniform Depository Bank Bid or Proposal Form.

- (a) At least 60 days before the end of the current depository contract, each school district must decide to use either competitive bidding or a request for proposals to choose a new depository.
- (b) At least 30 days before the end of the current depository contract, the district must mail the uniform blank form for the selected process to each bank located in the district. The district must use either the uniform bid form specified in subsection (c) of this section or the uniform proposal form specified in subsection (d) of this section. The district may add other terms to the uniform bid or proposal form if the added terms do not unfairly restrict competition between banks as stated in [the] Texas Education Code, §45.206(b). The district must maintain [keep] the selected bid or proposal form [in the district] and make it available to the Texas Education Agency upon request.
- (c) This subsection provides the uniform bid blank form, entitled "Bid Form for Depository Services."
Figure: 19 TAC §109.51(c)
- (d) This subsection provides the uniform proposal blank form, entitled "Proposal Form for Depository Services."
Figure: 19 TAC §109.51(d)

§109.52. Uniform Depository Bank Contract and Surety Bond Forms.

- (a) Each school district must use the uniform depository contract form as provided in subsection (b) of this section. The district must complete the form [and file it electronically with the Texas Education Agency (TEA)] as specified in [the] Texas Education Code (TEC), §45.208, and in accordance with filing instructions provided on the Texas Education Agency (TEA) [TEA] website. The district must maintain the selected bid or proposal form and make it available to TEA upon request.
- (b) This subsection provides the uniform depository contract form, entitled "Depository Contract for Funds of Independent School Districts under the Texas Education Code, Chapter 45, Subchapter G, School District Depositories."
Figure: 19 TAC §109.52(b)
- (c) If a district's depository elects a surety bond to secure the district's deposit amounts less any applicable Federal Deposit Insurance Corporation insurance, the depository must complete the surety bond form provided in subsection (d) of this section, attach it to the contract, and file it with the district. The district must maintain [file] a copy of the contract and the surety bond form [with the TEA] as specified in [the] TEC, §45.208, and in accordance with filing instructions provided on the TEA website. The district must maintain a copy of the contract and the surety bond form and make it available to TEA upon request.
- (d) This subsection provides the uniform surety bond form, entitled "Texas School Depository Surety Bond Form."
Figure: 19 TAC §109.52(d)
- (e) If [the] TEA receives a contract form and determines that it is incomplete, [the] TEA will notify the district.
- (f) A district that has no current depository contract in force and filed with [the] TEA will receive its warrants from [the] TEA by US mail.

- (g) For depository contract filing requirements for charter schools, refer to §100.1063 [~~§100.1043~~] of this title (relating to Status and Use of State Funds; Depository Contract).

Bid Form

for Depository Services

by _____ Independent School District

Definitions and Instructions

In this document, the terms “you” and “your” refer to the depository bank, and “we,” “our,” and “us” refer to the district named above.

You must answer all questions in this form and provide it to us as your bid.

We have the right to reject any bid. If any part of this bid or any contract entered into between you and us is invalid, the remainder, at our option, remains in force and is not affected. We have the right to use a sub-depository bank other than the primary bank and those deposits will be collateralized.

Bank Compensation

We may pay for your services by targeted balances or by fees and change the methodology when appropriate. Please detail any differences in related costs to us with either option.

Compensation Based on a Targeted Balance

We may choose to pay for your services by maintaining a targeted amount of our funds in the depository. We will maintain balances in the checking accounts to compensate you in full or in part for services provided. You must provide a monthly account analysis that reflects the earnings credited for these balances.

You may invest any excess collected balance daily as directed by us in an overnight investment that we approve, an interest bearing account, or a money market mutual fund registered with the Securities and Exchange Commission (SEC) which strives to maintain a \$1 NAV. Please list below the overnight investment and any index upon which the rate will be based.

The rate history at your bank for the months beginning MM/YY and ending MM/YY was:

Earnings Credit Rate (ECR):	_____	%
Interest Bearing Accounts:	_____	%
Money Market Accounts:	_____	%
Sweep Accounts:	_____	%

[Alternatively, the district may require the depository bank to complete the information by month according to Attachment A, Historical Information about the Bank.]

If any of these rates is based on an index rate (such as the T-Bill auction rate), stipulate how you will use the index to calculate the rate.

Compensation Based on Fees

We may choose to pay for your services on a straight fee basis in which we will not maintain a targeted balance. You will assess fees, and we will pay them in accordance with your proposed fees as listed on Attachment A, Volumes for Pricing Transactions.

District Investments

We reserve the right to purchase, sell, and invest our funds and funds under our control, including bond funds, as authorized by the Texas Government Code, Chapter 2256, Public Funds Investment Act, and in compliance with our investment policy, a copy of which is attached as Attachment C *[alternatively, the district may provide the link to the investment policy on the district's website]*.

[The district chooses to insert language of Option A or Option B]

Option A

We may choose to invest in time deposits at the depository, but all investments including certificates of deposit are bid competitively at the time of purchase.

Option B

We may choose to invest in time deposits at the depository. You will pay interest on our funds placed in time deposits with maturities we chose. The interest rate spread on the deposits should be indicated as above, below, or equal to the "asked" yield on the comparable maturity T-Bill of the proposed time deposit being purchased as reported in an independent, financial source.

Single Maturity Time Deposits of more than \$250,000:

Maturity	Basis point spread over (+) or under (-) T-Bill "asked" yield <i>[District-specified rate]</i>
7 – 29 Days	_____
30 – 59 Days	_____
60 – 89 Days	_____
90 – 179 Days	_____
180 – 364 Days	_____
365 Days or More	_____

Collateral

Collateral Conditions

You must provide collateral equal to 102 percent of all our time and demand deposits plus accrued interest minus applicable Federal Deposit Insurance Corporation (FDIC) coverage. Collateral will be pledged to us and held in an independent safekeeping institution by a custodian or permitted institution as specified by the Texas Government Code, Chapter 2257, Public Funds Collateral Act. You will be liable for monitoring and maintaining the collateral and the required margin at all times and will provide an original safekeeping notice and a monthly report of the collateral including at least the security description, par amount, cusip, and market value.

You and we must execute a collateral agreement in accordance with the Financial Institutions Reform, Recovery, and Enforcement Act of 1989 (FIRREA). Provide a sample collateral agreement as Attachment D, Sample Collateral Agreement.

We estimate our maximum anticipated collateral requirement to be \$_____.

If voluntary collateral pooling is legislated during the period of this contract, you and we may consider it and agree to use it under this contract.

Eligible Collateral

We will accept only approved securities as specified by the TEC, §45.201, as pledged collateral, voluntary pooled collateral (if available) or a Federal Home Loan Bank Letter of Credit.

[Alternatively, the district may require specific collateral in accordance with its investment policy. In that case, the district would refer to its investment policy and use the following paragraph instead:

We will accept only the following as pledged collateral in accordance with our investment policy (see Attachment C, District Investment Policy):

The district lists items here.]

Banking Services Fees

Based on the services we require from you, complete the proposed fee schedule, Attachment A, Volumes for Pricing Transactions. All fees which may be charged to supply the services must be included or will not be eligible under the contract. We and you reserve the right to mutually agree upon any change of contract terms or pricing during the contract extension periods.

Depository Information

Please answer the following questions about your depository bank.

1. State the full name and address of the depository and any parent holding company. List all branch locations within our boundary.
2. Provide the annual audited financial statement for the most current fiscal year. This may be in printed form, but we prefer an electronic link to the website. Members of your holding companies must include corporate annual financial statements and your individual call report for the most recent operating quarter. Audited financial statements are required each year of the contract.
3. State your rating from an independent depository rating agency or, if that rating is not available, the rating on your senior and subordinate debt. You must inform us of any change in this rating during the period of the contract within a reasonable period.

4. Contact Information

To ensure smooth communication and continuation of services, you must assign a specific account executive and a backup to our account to coordinate services and help solve any problem encountered.

- a. Designate a depository officer as a primary contact with us.

Name _____
 Title _____
 Telephone # _____
 Fax # _____
 Email _____

- b. Designate a depository representative as a backup contact with us.

Name _____
 Title _____
 Telephone # _____
 Fax # _____
 Email _____

- c. If the primary and backup contacts are not available, how do we contact someone in an emergency? After hours?
- d. Describe in detail how you handle problem resolution, customer service, day-to-day contact, and ongoing maintenance for governmental clients. Please be specific about exactly whom we will be calling and working with for the situations described above.
5. List references from at least three of your current, comparable governmental clients. Include the length of time under contract and a client contact, title, and telephone number.

6. Based on the services we require, please provide a proposed timeline for implementing the contract; include the timeline activities and direct responsibilities of both our district and your depository bank during implementation.
7. Provide a copy of all agreements (including those not directly referenced in this bid) that will be required under the contract.
8. If we award the contract to you, you must review our then-current district investment policy and certify in writing to that review in accordance with the Public Funds Investment Act verifying that you have sufficient controls in place to avoid transactions not authorized by the policy. *[The district specifies one: We have attached our investment policy to this bid notice. or We have provided a link to our investment policy on our website.]*

Banking Services

1. Consolidated Account Structure with Sweep Mechanism

We are interested in earning at then-current interest rates available at all times. We want the option to use an automated, daily sweep to a money market mutual fund or depository alternative account (if competitive) to reach our full investment goal. *[District option: We will not accept a repurchase agreement or offshore investments as sweep investment vehicles.]*

Our current account structure is listed as Attachment B, District's Current Account Structure. We do not guarantee that we will maintain the balances or structure at these same levels.

You must clearly describe your most cost-effective account structure (interest bearing accounts, zero balance accounts [ZBAs], or sweep, etc.).

- a. Fully describe the proposed account structure. Would a sweep be from a master account with ZBAs or directly swept from the individual accounts? Is interest distributed at the account level?
- b. State the average interest rate on the recommended alternative structure for the past 12 months.
- c. If an SEC-registered money market fund is used for the sweep proposal, provide the full name and a copy of the prospectus. It must strive to maintain a \$1 NAV.
- d. Interest earned on interest bearing accounts must **not** be charged as an expense on the account analysis. Confirm acceptance of this condition.

We may be required or may desire to open additional accounts, close accounts, or change account types during the contract period. If this occurs, the new accounts and services must be charged at the same contracted amount or, if unanticipated, at not more than published rates.

2. Automated Cash Management Information

We are interested in automated balance and detail information and online retention. Minimum automated services must include the following *[The district specifies the requirements.]*:

- prior-day summary and detail balance reporting on all accounts
 - intraday detail and summary balances (on local main and payroll accounts)
 - initiation and monitoring of stop payments
 - positive pay exception transactions
 - initiation and monitoring of internal and wire transfers
 - image access
 - controlled disbursement presentment totals [optional]
- a. Fully describe your online service. **List** the system capabilities (for example, balance reporting, wires, positive pay, stop payment, etc.).
 - b. What is your backup process to report balances and transactions in case the system is not available?
 - c. When is daily balance information available?

- d. Submit samples of major screens available, or provide web link access to a demonstration module.
- e. How is an individual security sign-on assigned, and who maintains the security module? How many levels of security are available?
- f. [Optional] With regard to controlled disbursements:
 - What is the cutoff time for disbursements?
 - What Federal Reserve location do these accounts clear through?
 - How do we have access to this information?

3. Deposit Services

We require standard commercial deposit services for all accounts.

We expect all deposited checks to clear based on your current published availability schedule, but please note any options for expedited availability in your bid. For all cleared deposits you receive by your established deadline, you must process them for same-day ledger credit. If you fail to credit our accounts in a timely fashion, you must pay interest to us at the then-current effective federal funds rate.

- a. What is your daily cutoff time to ensure same-day ledger credit?
- b. Describe how and when you send credit and debit advices to us.
- c. What type of deposit bags do you use or require? Are these available from you?
- d. In what city does item processing occur?

Remote Deposit

We are interested in establishing (or using] remote check deposit for a few high-volume locations during the contract period. These deposits include both consumer and commercial checks.

- e. What are your current capabilities in remote check deposit? Describe how checks are processed and cleared. Please state the cutoff time for same-day ledger credit.
- f. Give two comparable references with contact information.
- g. Do you produce a daily balancing report? Provide a sample.
- h. What scanner equipment is required to operate the system? Is this equipment available through your depository bank for purchase or lease? Please list the equipment required along with its cost.

4. Standard Disbursing Services

We are interested in standard disbursing services for designated accounts.

- a. Do you image all paid checks, deposit items, and deposit slips?
- b. Are check and deposit images available online? When? Do you provide a monthly compact disc (CD)? If not, are reports downloadable?
- c. How long do you maintain check and deposit images online?
- d. Do you pay all our checks without charge upon presentation?

5. Positive Pay

We require positive pay services if available at the bank for designated accounts on which checks are written. The positive pay process should be fully automated and web based. We will transmit check information electronically to you on each check run and as we create checks manually.

- a. Describe the data transmission and transfer requirements for automated and manual checks.
- b. Is input available online for manual checks? If it is not available online, how do we transmit information on individual manual checks to you?
- c. How can we change or delete check records, if necessary?
- d. How do you notify us of a positive pay exception?
- e. When do you report exception information to us? When is the deadline for our exception elections? Are images of exceptions available?
- f. Are all checks, including those received by the tellers and vault, verified against the positive pay file before processing? How often do you update teller information?
- g. Do you offer payee positive pay?
- h. Please provide a copy of your file layout format.

6. Account Reconciliation

We anticipate using partial or full reconciliation services on all accounts in concert with positive pay, depending on cost effectiveness.

- a. Describe the partial and full reconciliation processes.
- b. With what format(s) does your system interface? What record formats are required? *[Alternatively, the district can specify its interface format for the depository to determine compatibility.]* How do you send reconciled data to us? When?
- c. Please provide references of customers who use the XX ledger system?
- d. Specify all reporting alternatives.
- e. Are reports available online? How long are reports maintained online? Provide a sample copy of reports.

7. Funds Transfer and Wire Services

Incoming wire transfers must receive immediate same-day collected credit. Wire initiation should be available online. We require that wires be released the same business day if information is provided by the established deadline.

- a. Describe the process of online wire initiation. What backup process is available for the online process in case the system is unavailable?
- b. Is any paper transaction required for transfers or wires as follow-up?
- c. How and when will you notify us of incoming wires? Online? Email?
- d. Is future dating available for both repetitive and non repetitive wires and transfers? How far in advance?
- e. What is the deadline for initiation:
 - by telephone?
 - online?

- f. Are templates and template storage available?

8. Optical Imaging

We desire optical images that are downloadable or on CD on all accounts.

- a. What items and reports are available online (checks, statements, deposit slips, deposited items, etc.)? How long are each available online?
- b. What items are captured on the monthly CD, if provided?
- c. When do you make the monthly CD or imaged reports available?
- d. When and for how long are statements and account analyses available online?

9. Automated Clearinghouse (ACH) Services

We require ACH transactions for payable and receivable transactions. We require a pre-notification (pre-note) on all new transactions.

- a. Describe the transmission alternatives for individual ACH transactions. Can we initiate individual ACH transactions online?
- b. What filters and blocks are available on our accounts for ACH transactions?
- c. Are ACH addenda shown in their entirety online and in reports?
- d. What is your policy on pre-notification? Is the pre-note charged as a standard ACH transaction?
- e. What is the deadline for transmission (hour and day) for a payroll to credit employee accounts on a Friday?
- f. Is ACH positive pay available?
- g. Does ACH debit the account on day of initiation or settlement?

10. Safekeeping Services

We may require you or another eligible offeror to provide book-entry safekeeping services for any securities we own. We will make all our investments and transmit instructions for clearing and safekeeping to you in writing or electronically.

All securities must be cleared on a **delivery versus payment (DVP)** basis. Ownership must be documented by original clearing confirmations, and safekeeping of receipts must be provided within one business day of the transaction. Funds for investments must be drawn from our designated demand deposit account. All principal and interest payments, coupon payments, and maturities must receive automated same-day collected credit on our designated account without requiring any additional action by us.

If you use a correspondent bank for safekeeping our securities, the transactions must be handled through your systems and must not require additional interaction by us with the correspondent bank. No delay in transactions, wires, or flow of funds is acceptable under a correspondent relationship.

- a. Are you a member of either the Federal Reserve or a Federal Home Loan Bank? If not, name the correspondent depository you would use for clearing and safekeeping.

Describe any safekeeping arrangement proposed with a correspondent depository including processing requirements by us.

- b. Are security transactions available online for either originating or monitoring?
- c. What is the deadline for settlement instructions on a cash (same-day) settlement? Would we incur any charge for late instructions?

We may choose to purchase time deposits from you, but all time deposits will be competitively bid at the time of purchase.

11. Collateral Requirements

You must meet all the requirements, including those beyond the Public Funds Collateral Act, as stated below. The bid must state that you agree to the following terms and conditions:

- All collateral pledged to us must be held by a custodian or permitted institution as specified by the Texas Government Code, Chapter 2257, Public Funds Collateral Act. *[Alternatively, the district may specify any limitations on its preferred custodial arrangement.]*
- We, you, and the safekeeping bank must execute a triparty safekeeping agreement for custody of pledged securities in full compliance with the FIRREA requiring a depository resolution. (Or completion of Circular 7 if a Federal Reserve bank is acting as custodian. Even if a Federal Reserve bank is used, you and we must still execute a depository agreement.)
- All time and demand deposits above FDIC coverage must be collateralized at a minimum of 102 percent of principal plus accrued interest at all times (110 percent on mortgage-backed securities).
- You are contractually liable for continuously monitoring and maintaining collateral at our required margin levels.
- The custodian must provide evidence of pledged collateral by sending original safekeeping receipts or a report directly to us within one business day of receipt.
- We must receive a monthly report of collateral pledged including description, par, market value, and cusip, at a minimum.
- We may grant substitution rights if you obtain our prior approval and if substituting securities are received before previously pledged securities are removed from safekeeping.

Authorized collateral includes only approved securities as specified by the Texas Government Code, Chapter 2257, Public Funds Collateral Act and noted above.

- a. Do you propose any collateral charges? If so, under what conditions are they charged, and how is the charge applied?
- b. What is your deadline for requesting collateral in excess of existing requirements?

12. Account Analysis

You should provide monthly account analysis reports for each account and on a consolidated account basis.

- a. When is the account analysis available each month?
- b. Is the account analysis available online? Is it imaged monthly on electronic media?

- c. Are paper statements also sent to us? If so, when?
- d. How long will it take you to correct any billing errors on the account analysis?

13. Monthly Statements

You must provide monthly account statements on all accounts with complete supporting documentation.

- a. State when monthly statements will be available each month online and on paper.
- b. Is the monthly statement available online? If so, when and for how long? Are the statements imaged and/or put on electronic media monthly?
- c. If imaged, are paper statements also sent to us? If so, when?

14. Overdrafts

- a. Are all accounts aggregated for overdraft calculation purposes?
- b. State the rate basis for intraday and interday overdrafts.
- c. What is the policy for daylight overdrafts?

15. Stop Payments

We desire an automated stop payment process.

- a. What are the time period options available for stop payments?
- b. What are the options for extended stop payment periods? How are they extended?
- c. What is the cutoff hour for same-day action on stop payments?
- d. Can we initiate stop payment orders online? If so, do you require any paper follow-up document?
- e. What information on current and expiring stop payments is available online?

16. Customer Service

- a. Do you offer customer services in languages other than English?
- b. What languages are offered?

17. Service Enhancements

Based on the information you provide in the bid and your knowledge of the public sector, please describe any services or technological enhancements, not previously mentioned, that we should consider to manage our treasury operations more effectively.

Optional Services

1. Nonsufficient Funds (NSF) Checks Re-presented as ACH (Re-presented Check [RCK] Entry)

We may want the option of the second presentment to be made by ACH to targeted dates for maximum collection potential.

- a. Are you currently using ACH for collection of NSF checks? How long have you been providing this service? Provide two comparable references with contact information.
- b. How are the NSF and the later ACH transactions matched and reconciled? Does your system cross-reference the two transactions in any way?
- c. Is the NSF information, image, or occurrence available online? When and how? For how long is it available online?
- d. Can we specify any target pay day(s)?

2. Merchant Services.

We currently accept Visa, MasterCard, American Express, Discover, and debit card payments approximating \$_____ in collections per month with an average ticket size of \$_____. There are _____ (specify number) locations with _____ (specify number) terminals. *[Alternatively: We are interested in possibly accepting credit card payments for various activities.]* The service should include daily capture, transmission, and authorization of payments at point of sale and on the web. The service must include reporting by location.

[The district inserts this statement if it is true: We can and do comply with Payment Card Industry Data Security Standards.]

- a. Do you currently offer merchant card processing services? How long has this service been available? What interface format(s) does your system supply?
- b. How many institutions and end customers do you have?
- c. Describe the fee components of a merchant card processing relationship. Provide a list of all the fees to us. State the association fees, the discount rates, and your fee per transaction.
- d. Do you have software that allows online payments to us through your portal?
- e. Describe the reporting functions and data availability.
- f. Describe billing options.
- g. Describe the authorization method or process used. How are incorrect authorizations reversed?
- h. Describe your debit card processing capabilities. Do you distinguish between debit and credit cards on your bank identification number (BIN)? Can you program a debit card to the lowest cost network?
- i. Describe your transmission process. Describe the monitoring and notification process if transmissions fail.
- j. Is data imaging available online? What is available online? When? For how long?
- k. Describe the dispute resolution process.
- l. Describe your security measures for Internet transactions and unauthorized use.

3. Payroll Cards or Debit Cards

We are exploring the use of stored-value cards (payroll cards or debit cards) as a payroll option for employees at a minimum. Cardholders should be able to use the cards as debit

cards for purchases at point of sale as well as for cash withdrawals at financial institutions and automated teller machines.

The purchasing ability of the cards must be limited to the stored value of the card. We may choose not to pay for access fees for the employees issued the stored-value cards.

We will be responsible for any marketing of the program and have total discretion on the distribution of the cards. We will enroll the employees. You must provide cardholders with all processing and transaction information and reports. We expect the following services from you, at a minimum:

- embossing, encoding, and distributing standard cards as directed by us
- providing paper and electronic statements to cardholders
- administering accounts, including maintenance of accounts, application of funds, authorization of transactions, and related tracking
- customer service functions
 - a. Do you currently provide this service? If so, how long has it been available?
 - b. How many institutions and end customers use the service? Provide three comparable references for the service.
 - c. Which program (authorization marks) does your program use? (Visa, MasterCard, etc.)
 - d. Describe the enrollment process. Is enrollment batched and web-based?
 - e. Describe the manner by which funds will be made available to the cardholders.
 - f. What are the inactivity levels for the program? Do these generate additional fees? Describe any other potential fees.
 - g. Are all funding transmissions by standard ACH? Describe the data transmission requirements and deadlines.

4. Purchasing Cards

We may consider a purchasing card program during the contract period. Cards would be assigned to our employees for defined use.

- a. What card platforms do you support (MasterCard, Visa)? Do you use a third-party processor?
- b. What, if any, information is available online? When? Describe data download and integration capabilities. Describe reporting capabilities.
- c. What client support is available? How is it provided?
- d. Describe the diverse parameters and restrictions available for the card control. How many access levels are available?
- e. Discuss settlement and corporate liability terms. Include information on your support for the program and your experience, settlement terms on payment, security procedures, and license requirements. How will we receive billing?
- f. Describe how cards are issued, deleted, or replaced. How do you handle lost or stolen cards?
- g. Provide three comparable references for the service.

5. Check Printing

- a. Do you offer check printing services? Describe?
- b. What is the deadline for same-day and next day printing?
- c. Where are checks printed and sent from?

6. Smart Safes

- a. Do you offer smart safes? Describe.
- b. From our deposit history is this cost effective?

Schedules and Attachments

We provide the following:

- copy of our audited financial statements *[or link to website]*
- Attachment A, Volumes for Pricing Transactions (filled in with volumes)
- Attachment B, District's Current Account Structure
- Attachment C, District Investment Policy *[or link to website]*

You must include the following information with the bid:

- copy of your audited financial statements *[or link to website]*
- corporate audited financial statements and the individual depository's call report (for members of your holding companies) *[or link to website]*
- Uniform Bank Performance Report reference
- Attachment A, Volumes for Pricing Transactions (filled in with rates)
- Sample Account Analysis Statement
- Attachment D, Sample Collateral Agreement
- any service agreements (including those not directly referenced in this bid) that must be executed under the contract (if applicable)
- screen shots of major pages within your automated cash management system, or online web demo access (if available)
- sample daily balancing report for remote deposit (if applicable)
- sample account reconciliation reports (if applicable)

Optional Acknowledgments *[The district has the option to insert these acknowledgments.]*

You confirm that you will not charge interest earned on the account analysis.

If awarded the contract, you must review our then-current district investment policy and certify in writing to that review in accordance with the Public Funds Investment Act verifying that you have sufficient controls in place to avoid transactions not authorized by the policy.

You accept the investment options and/or collateral conditions as specified in our investment policy.

By submitting this bid, you acknowledge that you agree with and accept all specifications in the bid except as you expressly qualified in the bid.

Bank: _____

Address: _____

City, State, Zip: _____

Phone Number: _____

Fax Number: _____

Email Address: _____

Typed Name: _____

Date: _____

Proposal Form

for Depository Services

by _____ Independent School District

Definitions and Instructions

In this document, the terms “you” and “your” refer to the depository bank, and “we,” “our,” and “us” refer to the district named above.

You must answer all questions in this form and provide it to us as your proposal.

We have the right to reject any proposal. If any part of this proposal or any contract entered into between you and us is invalid, the remainder, at our option, remains in force and is not affected. We have the right to use a sub-depository bank other than the primary bank and those deposits will be collateralized.

Bank Compensation

We may pay for your services by targeted balances or by fees and change the methodology when appropriate? Please detail any differences in related costs to us with either option.

Compensation Based on a Targeted Balance

We may choose to pay for your services by maintaining a targeted amount of our funds in the depository. We will maintain balances in the checking accounts to compensate you in full or in part for services provided. You must provide a monthly account analysis that reflects the earnings credited for these balances.

You may invest any excess collected balance daily as directed by us in an overnight investment that we approve, an interest bearing account, or a money market mutual fund registered with the Securities and Exchange Commission (SEC) which strives to maintain a \$1 NAV. Please list below the overnight investment and any index upon which the rate will be based.

The rate history at your bank for the months beginning MM/YY and ending MM/YY was:

Earnings Credit Rate (ECR):	_____	%
Interest Bearing Accounts:	_____	%
Money Market Accounts:	_____	%
Sweep Accounts:	_____	%

[Alternatively, the district may require the depository bank to complete the information by month according to Attachment A, Historical Information about the Bank.]

If any of these rates is based on an index rate (such as the T-Bill auction rate), stipulate how you will use the index to calculate the rate.

Compensation Based on Fees

We may choose to pay for your services on a straight fee basis in which we will not maintain a targeted balance. You will assess fees, and we will pay them in accordance with your proposed fees as listed on Attachment A, Volumes for Pricing Transactions.

District Investments

We reserve the right to purchase, sell, and invest our funds and funds under our control, including bond funds, as authorized by the Texas Government Code, Chapter 2256, Public Funds Investment Act, and in compliance with our investment policy, a copy of which is attached as Attachment C *[alternatively, the district may provide the link to the investment policy on the district's website]*.

[The district chooses to insert language of Option A or Option B]

Option A

We may choose to invest in time deposits at the depository, but all investments including certificates of deposit are bid competitively at the time of purchase.

Option B

We may choose to invest in time deposits at the depository. You will pay interest on our funds placed in time deposits with maturities we chose. The interest rate spread on the deposits should be indicated as above, below, or equal to the "asked" yield on the comparable maturity T-Bill of the proposed time deposit being purchased as reported in an independent, financial source.

Single Maturity Time Deposits of more than \$100,000:

Maturity	Basis point spread over (+) or under (-) T-Bill "asked" yield <i>[District-specified rate]</i>
7 – 29 Days	_____
30 – 59 Days	_____
60 – 89 Days	_____
90 – 179 Days	_____
180 – 364 Days	_____
365 Days or More	_____

Collateral

Collateral Conditions

You must provide collateral equal to 102 percent of all our time and demand deposits plus accrued interest minus applicable Federal Deposit Insurance Corporation (FDIC) coverage. Collateral will be pledged to us and held in an independent safekeeping institution by a custodian or permitted institution as specified by the Texas Government Code, Chapter 2257, Public Funds Collateral Act. You will be liable for monitoring and maintaining the collateral and the required margin at all times and will provide an original safekeeping notice and a monthly report of the collateral including at least the security description, par amount, cusip, and market value.

You and we must execute a collateral agreement in accordance with the Financial Institutions Reform, Recovery, and Enforcement Act of 1989 (FIRREA). Provide a sample collateral agreement as Attachment D, Sample Collateral Agreement.

We estimate our maximum anticipated collateral requirement to be \$_____.

If voluntary collateral pooling is legislated during the period of this contract, you and we may consider it and agree to use it under this contract.

Eligible Collateral

We will accept only approved securities as specified by the TEC, §45.201, as pledged collateral, voluntary pooled collateral (if available) or a Federal Home Loan Bank Letter of Credit.

[Alternatively, the district may require specific collateral in accordance with its investment policy. In that case, the district would refer to its investment policy and use the following paragraph instead:

We will accept only the following as pledged collateral in accordance with our investment policy (see Attachment C, District Investment Policy):

The district lists items here.]

Banking Services Fees

Based on the services we require from you, complete the proposed fee schedule, Attachment A, Volumes for Pricing Transactions. All fees which may be charged to supply the services must be included or will not be eligible under the contract. We and you reserve the right to mutually agree upon any change of contract terms or pricing during the contract extension periods.

Depository Information

Please answer the following questions about your depository bank.

1. State the full name and address of the depository and any parent holding company. List all branch locations within our boundary.
2. Provide the annual audited financial statement for the most current fiscal year. This may be in printed form, but we prefer an electronic link to the website. Members of your holding companies must include corporate annual financial statements and your individual call report for the most recent operating quarter. Audited financial statements are required each year of the contract.
3. State your rating from an independent depository rating agency or, if that rating is not available, the rating on your senior and subordinate debt. You must inform us of any change in this rating during the period of the contract within a reasonable period.

4. Contact Information

To ensure smooth communication and continuation of services, you must assign a specific account executive and a backup to our account to coordinate services and help solve any problem encountered.

- a. Designate a depository officer as a primary contact with us.

Name _____

Title _____

Telephone # _____

Fax # _____

Email _____

- b. Designate a depository representative as a backup contact with us.

Name _____

Title _____

Telephone # _____

Fax # _____

Email _____

- c. If the primary and backup contacts are not available, how do we contact someone in an emergency? After hours?
- d. Describe in detail how you handle problem resolution, customer service, day-to-day contact, and ongoing maintenance for governmental clients. Please be specific about exactly whom we will be calling and working with for the situations described above.
5. List references from at least three of your current, comparable governmental clients. Include the length of time under contract and a client contact, title, and telephone number.

6. Based on the services we require, please provide a proposed timeline for implementing the contract; include the timeline activities and direct responsibilities of both our district and your depository bank during implementation.
7. Provide a copy of all agreements (including those not directly referenced in this proposal) that will be required under the contract.
8. If we award the contract to you, you must review our then-current district investment policy and certify in writing to that review in accordance with the Public Funds Investment Act verifying that you have sufficient controls in place to avoid transactions not authorized by the policy. *[The district specifies one: We have attached our investment policy to this proposal notice. or We have provided a link to our investment policy on our website.]*
9. We may conduct a preaward interview on-site at your depository bank before awarding the contract. Please provide us with a contact name for arranging the preaward interview.
10. Are you offering any transition or retention incentive to us? If so, please describe it in detail

Banking Services

1. Consolidated Account Structure with Sweep Mechanism

We are interested in earning at then-current interest rates available at all times. We want the option to use an automated, daily sweep to a money market mutual fund or depository alternative account (if competitive) to reach our full investment goal. *[District option: We will not accept a repurchase agreement or offshore investments as a sweep investment vehicle.]*

Our current account structure is listed as Attachment B, District's Current Account Structure. We do not guarantee that we will maintain the balances or structure at these same levels.

You must clearly describe your most cost-effective account structure (interest bearing accounts, zero balance accounts [ZBAs], or sweep, etc.).

- a. Fully describe the proposed account structure. Would a sweep be from a master account with ZBAs or directly swept from the individual accounts? Is interest distributed at the account level?
- b. State the average interest rate on the recommended alternative structure for the past 12 months.
- c. If an SEC-registered money market fund is used for the sweep proposal, provide the full name and a copy of the prospectus. It must strive to maintain a \$1 NAV.
- d. Interest earned on interest bearing accounts must **not** be charged as an expense on the account analysis. Confirm acceptance of this condition.

We may be required or may desire to open additional accounts, close accounts, or change account types during the contract period. If this occurs, the new accounts and services must be charged at the same contracted amount or, if unanticipated, at not more than published rates.

2. Automated Cash Management Information

We are interested in automated balance and detail information and online retention. Minimum automated services must include the following *[The district specifies the requirements.]*:

- prior-day summary and detail balance reporting on all accounts
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 - positive pay exception transactions
 - initiation and monitoring of internal and wire transfers
 - image access
 - controlled disbursement presentment totals [optional]
- a. Fully describe your online service. **List** the system capabilities (for example, balance reporting, wires, positive pay, stop payment, etc.).
 - b. What is your backup process to report balances and transactions in case the system is not available?
 - c. When is daily balance information available?

- d. Submit samples of major screens available, or provide web link access to a demonstration module.
- e. How is an individual security sign-on assigned, and who maintains the security module? How many levels of security are available?
- f. [Optional] With regard to controlled disbursements:
 - What is the cutoff time for disbursements?
 - What Federal Reserve location do these accounts clear through?
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3. Deposit Services

We require standard commercial deposit services for all accounts.

We expect all deposited checks to clear based on your current published availability schedule, but please note any options for expedited availability in your proposal. For all cleared deposits you receive by your established deadline, you must process them for same-day ledger credit. If you fail to credit our accounts in a timely fashion, you must pay interest to us at the then-current effective federal funds rate.

- a. What is your daily cutoff time to ensure same-day ledger credit?
- b. Describe how and when you send credit and debit advices to us.
- c. What type of deposit bags do you use or require? Are these available from you?
- d. In what city does item processing occur?

Remote Deposit

We are interested in ☐ establishing or using remote check deposit for a few high-volume locations during the contract period. These deposits include both consumer and commercial checks.

- e. What are your current capabilities in remote check deposit? Describe how checks are processed and cleared. Please state the cutoff time for same-day ledger credit.
- f. Give two comparable references with contact information.
- g. Do you produce a daily balancing report? Provide a sample.
- h. What scanner equipment is required to operate the system? Is this equipment available through your depository bank for purchase or lease? Please list the equipment required along with its cost.

4. Standard Disbursing Services

We are interested in standard disbursing services for designated accounts.

- a. Do you image all paid checks, deposit items and deposit slips?
- b. Are check and deposit images available online? When? Do you provide a monthly compact disc (CD)? If not, are reports downloadable?
- c. How long do you maintain check and deposit images online?
- d. Do you pay all our checks without charge upon presentation?

5. Positive Pay

We require positive pay services if available at the bank for designated accounts on which checks are written. The positive pay process should be fully automated and web based. We will transmit check information electronically to you on each check run and as we create checks manually.

- a. Describe the data transmission and transfer requirements for automated and manual checks.
- b. Is input available online for manual checks? If it is not available online, how do we transmit information on individual manual checks to you?
- c. How can we change or delete check records, if necessary?
- d. How do you notify us of a positive pay exception?
- e. When do you report exception information to us? When is the deadline for our exception elections? Are images of exceptions available?
- f. Are all checks, including those received by the tellers and vault, verified against the positive pay file before processing? How often do you update teller information?
- g. Do you offer payee positive pay?
- h. Please provide a copy of your file layout format.

6. Account Reconciliation

We anticipate using partial or full reconciliation services on all accounts in concert with positive pay, depending on cost effectiveness.

- a. Describe the partial and full reconciliation processes.
- b. With what format(s) does your system interface? What record formats are required? *[Alternatively, the district can specify its interface format for the depository to determine compatibility.]* How do you send reconciled data to us? When?
- c. Please provide references of customers who use the XX ledger system?
- d. Specify all reporting alternatives.
- e. Are reports available online? How long are reports maintained online? Provide a sample copy of reports.

7. Funds Transfer and Wire Services

Incoming wire transfers must receive immediate same-day collected credit. Wire initiation should be available online. We require that wires be released the same business day if information is provided by the established deadline.

- a. Describe the process of online wire initiation. What backup process is available for the online process in case the system is unavailable?
- b. Is any paper transaction required for transfers or wires as follow-up?
- c. How and when will you notify us of incoming wires? Online? Email?
- d. Is future dating available for both repetitive and non repetitive wires and transfers? How far in advance?
- e. What is the deadline for initiation:
 - by telephone?
 - online?
- f. Are templates and template storage available?

8. Optical Imaging

We desire optical images that are downloadable or on CD on all accounts.

- a. What items and reports are available online (checks, statements, deposit slips, deposited items, etc.)? How long are each available?
- b. What items are captured on the monthly CD, if provided?
- c. When do you make the monthly CD or imaged reports available?
- d. When and for how long are statements and account analyses available online?

9. Automated Clearinghouse (ACH) Services

We require ACH transactions for payable and receivable transactions. We require a pre-notification (pre-note) on all new transactions.

- a. Describe the transmission alternatives for individual ACH transactions. Can we initiate individual ACH transactions online?
- b. What filters and blocks are available on our accounts for ACH transactions?
- c. Are ACH addenda shown in their entirety online and in reports?
- d. What is your policy on pre-notification? Is the pre-note charged as a standard ACH transaction?
- e. What is the deadline for transmission (hour and day) for a payroll to credit employee accounts on a Friday?
- f. Is ACH positive pay available?
- g. Does ACH debit the account on day of initiation or settlement?

10. Safekeeping Services

We may require you or another eligible offeror to provide book-entry safekeeping services for any securities we own. We will make all our investments and transmit instructions for clearing and safekeeping to you in writing or electronically.

All securities must be cleared on a **delivery versus payment (DVP)** basis. Ownership must be documented by original clearing confirmations, and safekeeping of receipts must be provided within one business day of the transaction. Funds for investments must be drawn from our designated demand deposit account. All principal and interest payments, coupon payments, and maturities must receive automated same-day collected credit on our designated account without requiring any additional action by us.

If you use a correspondent bank for safekeeping our securities, the transactions must be handled through your systems and must not require additional interaction by us with the correspondent bank. No delay in transactions, wires, or flow of funds is acceptable under a correspondent relationship.

- a. Are you a member of either the Federal Reserve or a Federal Home Loan Bank? If not, name the correspondent depository you would use for clearing and safekeeping. Describe any safekeeping arrangement proposed with a correspondent depository including processing requirements by us.
- b. Are security transactions available online for either originating or monitoring?

- c. What is the deadline for settlement instructions on a cash (same-day) settlement?
Would we incur any charge for late instructions?

We may choose to purchase time deposits from you, but all time deposits will be competitively bid at the time of purchase.

11. Collateral Requirements

You must meet all the requirements, including those beyond the Public Funds Collateral Act, as stated below. The proposal must state that you agree to the following terms and conditions:

- All collateral pledged to us must be held by a custodian or permitted institution as specified by the Texas Government Code, Chapter 2257, Public Funds Collateral Act. *[Alternatively, the district may specify any limitations on its preferred custodial arrangement.]*
- We, you, and the safekeeping bank must execute a triparty safekeeping agreement for custody of pledged securities in full compliance with the FIRREA requiring a depository resolution. (Or completion of Circular 7 if a Federal Reserve bank is acting as custodian. Even if a Federal Reserve bank is used, you and we must still execute a depository agreement.)
- All time and demand deposits above FDIC coverage must be collateralized at a minimum of 102 percent of principal plus accrued interest at all times (110 percent on mortgage-backed securities).
- You are contractually liable for continuously monitoring and maintaining collateral at our required margin levels.
- The custodian must provide evidence of pledged collateral by sending original safekeeping receipts or a report directly to us within one business day of receipt.
- We must receive a monthly report of collateral pledged including description, par, market value, and cusip, at a minimum.
- We must grant substitution rights if you obtain our prior approval and if substituting securities are received before previously pledged securities are removed from safekeeping.

Authorized collateral includes only approved securities as specified by the Texas Government Code, Chapter 2257, Public Funds Collateral Act and noted above.

- a. Do you propose any collateral charges? If so, under what conditions are they charged, and how is the charge applied?
- b. What is your deadline for requesting collateral in excess of existing requirements?

12. Account Analysis

You should provide monthly account analysis reports for each account and on a consolidated account basis.

- a. When is the account analysis available each month?
- b. Is the account analysis available online? Is it imaged on electronic media monthly?
- c. Are paper statements also sent to us? If so, when?
- d. How long will it take you to correct any billing errors on the account analysis?

13. Monthly Statements

You must provide monthly account statements on all accounts with complete supporting documentation.

- a. State when monthly statements will be available each month online and on paper.
- b. Is the monthly statement available online? If so, when and for how long? Are the statements imaged and/or put on electronic media monthly?
- c. If imaged, are paper statements also sent to us? If so, when?

14. Overdrafts

- a. Are all accounts aggregated for overdraft calculation purposes?
- b. State the rate basis for intraday and interday overdrafts.
- c. What is the policy for daylight overdrafts?

15. Stop Payments

We desire an automated stop payment process.

- a. What are the time period options available for stop payments?
- b. What are the options for extended stop payment periods? How are they extended?
- c. What is the cutoff hour for same-day action on stop payments?
- d. Can we initiate stop payment orders online? If so, do you require any paper follow-up document?
- e. What information on current and expiring stop payments is available online?

16. Customer Service

- a. Do you offer customer services in languages other than English?
- b. What languages are offered?

17. Service Enhancements

Based on the information you provide in the proposal and your knowledge of the public sector, please describe any services or technological enhancements, not previously mentioned, that we should consider to manage our treasury operations more effectively.

Optional Services

1. Nonsufficient Funds (NSF) Checks Re-presented as ACH (Re-presented Check [RCK] Entry)

We may want the option of the second presentment to be made by ACH to targeted dates for maximum collection potential.

- a. Are you currently using ACH for collection of NSF checks? How long have you been providing this service? Provide two comparable references with contact information.
- b. How are the NSF and the later ACH transactions matched and reconciled? Does your system cross-reference the two transactions in any way?
- c. Is the NSF information, image, or occurrence available online? When and how? For how long is it available online?
- d. Can we specify any target pay day(s)?

2. Merchant Services.

We currently accept Visa, MasterCard, American Express, Discover, and debit card payments approximating \$_____ in collections per month with an average ticket size of \$_____. There are _____ (specify number) locations with _____ (specify number) terminals. *[Alternatively: We are interested in possibly accepting credit card payments for various activities.]* The service should include daily capture, transmission, and authorization of payments at point of sale and on the web. The service must include reporting by location.

[The district inserts this statement if it is true: We can and do comply with Payment Card Industry Data Security Standards.]

- a. Do you currently offer merchant card processing services? How long has this service been available? What interface format(s) does your system supply?
- b. How many institutions and end customers do you have?
- c. Describe the fee components of a merchant card processing relationship. Provide a list of all the fees to us. State the association fees, the discount rates, and your fee per transaction.
- d. Do you have software that allows online payments to us through your portal?
- e. Describe the reporting functions and data availability.
- f. Describe billing options.
- g. Describe the authorization method or process used. How are incorrect authorizations reversed?
- h. Describe your debit card processing capabilities. Do you distinguish between debit and credit cards on your bank identification number (BIN)? Can you program a debit card to the lowest cost network?
- i. Describe your transmission process. Describe the monitoring and notification process if transmissions fail.
- j. Is data imaging available online? What is available online? When? For how long?
- k. Describe the dispute resolution process.
- l. Describe your security measures for Internet transactions and unauthorized use.

3. Payroll Cards or Debit Cards

We are exploring the use of stored-value cards (payroll cards or debit cards) as a payroll option for employees at a minimum. Cardholders should be able to use the cards as debit

cards for purchases at point of sale as well as for cash withdrawals at financial institutions and automated teller machines.

The purchasing ability of the cards must be limited to the stored value of the card. We may choose not to pay for access fees for the employees issued the stored-value cards.

We will be responsible for any marketing of the program and have total discretion on the distribution of the cards. We will enroll the employees. You must provide cardholders with all processing and transaction information and reports. We expect the following services from you, at a minimum:

- embossing, encoding, and distributing standard cards as directed by us
- providing paper and electronic statements to cardholders
- administering accounts, including maintenance of accounts, application of funds, authorization of transactions, and related tracking
- customer service functions
 - a. Do you currently provide this service? If so, how long has it been available?
 - b. How many institutions and end customers use the service? Provide three comparable references for the service.
 - c. Which program (authorization marks) does your program use? (Visa, MasterCard, etc.)
 - d. Describe the enrollment process. Is enrollment batched and web-based?
 - e. Describe the manner by which funds will be made available to the cardholders.
 - f. What are the inactivity levels for the program? Do these generate additional fees? Describe any other potential fees.
 - g. Are all funding transmissions by standard ACH? Describe the data transmission requirements and deadlines.

4. Purchasing Cards

We may consider a purchasing card program during the contract period. Cards would be assigned to our employees for defined use.

- a. What card platforms do you support (MasterCard, Visa)? Do you use a third-party processor?
- b. What, if any, information is available online? When? Describe data download and integration capabilities. Describe reporting capabilities.
- c. What client support is available? How is it provided?
- d. Describe the diverse parameters and restrictions available for the card control. How many access levels are available?
- e. Discuss settlement and corporate liability terms. Include information on your support for the program and your experience, settlement terms on payment, security procedures, and license requirements. How will we receive billing?
- f. Describe how cards are issued, deleted, or replaced. How do you handle lost or stolen cards?
- g. Provide three comparable references for the service.

5. Check Printing

- a. Do you offer check printing services? Describe?
- b. What is the deadline for same-day and next day printing?
- c. Where are checks printed and sent from?

6. Smart Safes

- a. Do you offer smart safes? Describe.
- b. From our deposit history is this cost effective?

Schedules and Attachments

We provide the following:

- copy of our audited financial statements *[or link to website]*
- Attachment A, Volumes for Pricing Transactions (filled in with volumes)
- Attachment B, District's Current Account Structure
- Attachment C, District Investment Policy *[or link to website]*

You must include the following information with the proposal:

- copy of your audited financial statements *[or link to website]*
- corporate audited financial statements and the individual depository's call report (for members of your holding companies) *[or link to website]*
- Uniform Bank Performance Report reference
- Attachment A, Volumes for Pricing Transactions (filled in with rates)
- Sample Account Analysis Statement
- Attachment D, Sample Collateral Agreement
- any service agreements (including those not directly referenced in this proposal) that must be executed under the contract (if applicable)
- screen shots of major pages within your automated cash management system, or online web demo access (if available)
- sample daily balancing report for remote deposit (if applicable)
- sample account reconciliation reports (if applicable)

Optional Acknowledgments *[insert as required by district preference]*

You confirm that you will not charge interest earned on the account analysis.

If awarded the contract, you must review our then-current district investment policy and certify in writing to that review in accordance with the Public Funds Investment Act verifying that you have sufficient controls in place to avoid transactions not authorized by the policy.

You accept the investment options and/or collateral conditions as specified in our investment policy.

By submitting this proposal, you acknowledge that you agree with and accept all specifications in the proposal except as you expressly qualified in the proposal.

Bank: _____

Address: _____

City, State, Zip: _____

Phone Number: _____

Fax Number: _____

Email Address: _____

Typed Name: _____

Date: _____

**Depository Contract for Funds
of Independent School Districts
under the Texas Education Code, Chapter 45, Subchapter G,
School District Depositories**

* = Required Field

State of Texas

County of *

**County-District Number*

Article I. The *, referred to in this contract

Name of District

as the "District," is located in* County, Texas. The board of trustees of the District has selected
Name of County

*, referred to in this contract as the "Depository," to serve as the Depository of the
Name of Depository Bank

school funds of the District (or if there are tie bids or proposals as defined in the Texas Education Code [TEC], as one of the Depositories). This selection was made in accordance with the TEC, Chapter 45, Subchapter G. The Depository will serve under this contract for a two-year term starting with the fiscal year beginning * and ending *, and until its successor is selected and has qualified unless
Date *Date*

this contract is terminated sooner by the Depository's failure to adhere to all requirements of the TEC and of this contract. The school funds of the District include all school funds except those permitted by law to be deposited or invested otherwise at the sole discretion of the District's board of trustees.

The Depository is located at * *Bank Mailing Address, City, Zip Code* * *Name of County* County, State of Texas, and is a

bank as defined in the TEC, §45.201.

Article II. The District selected the Depository based on the Depository's written bid or proposal submitted as provided by State Board of Education rule. The District determined that the Depository's written bid or proposal was the best, or equal to the best, among * bids or
Number Submitted

proposals submitted to the District and opened on *. The bid or proposal is incorporated in this contract by reference.
Date

This contract is subject to the TEC and any amendments to it and to any acts of the Texas Legislature that affect public moneys held by the District during the term of this contract.

Article III. The Depository has elected a method to adequately protect the funds of the District deposited with the Depository in accordance with the TEC, §45.208, and a copy of the election is attached to this contract and incorporated by reference.

Article IV.

- A. The TEC, §45.205, requires that this contract and any extension of this contract coincide with the District's fiscal year. If the District changes its fiscal year in accordance with the TEC, §44.0011, the parties may agree to shorten or extend the two-year term of the contract by no more than one year to coincide with the end of the new fiscal year, provided that this contract remains in effect until the Depository's successor is selected and has qualified. If the parties cannot agree, the District has the option to change the term of this contract to coincide with the end of a new fiscal year closest to its original expiration date.
- B. The District and the Depository may agree to extend this contract for three additional two-year terms in accordance with the TEC, §45.205(b). The contract may be modified for each two-year extension if both parties mutually agree to the terms. An extension under this subsection is not subject to the requirements of the TEC, §45.206.
- C. The District must electronically file this contract and any additional two-year extension of this contract with the Texas Education Agency.
- D. The Depository must allow the District to purchase time deposits that mature after the ending date of this contract; however, the Depository may apply new interest rates to the time deposits after the ending date of this contract. The District is entitled to withdraw these time deposits without penalty when this contract expires. But in that event, the Depository will be obligated only to pay interest rates comparable to rates offered in the contract for the term the time deposits were actually held. The Depository may impose an early withdrawal penalty on a time deposit withdrawn within six days of creation of the deposit, to the extent required to comply with federal regulations defining time deposits.
- E. If a contractual dispute results in litigation between the Depository and the District, the trial will be held in the county in which the District has its central office, but only if this venue designation is not considered to be a waiver of any immunity that either party to this contract may be entitled to claim.

Article V. The District and the Depository execute this contract and each retain a copy, both of which are considered to be originals, and file the contract with the TEA electronically as specified in Article IV, item C, above.

**To Be Completed by the District and Verified by the Depository
(For all funds received from the Texas Education Agency)**

* Routing Transit Number
(Must be 9 digits)

Type of Account:

Check One:
Checking ☐
Savings ☐

* Account Number
(Up to 13 digits)

☐

Check here if the TEA currently sends funds to an investment pool and no change is required in routing of funds.

Please note that the account information above must match the current direct deposit information on file with the Texas Education Agency, Accounting Division. If the District is changing the current direct deposit information, the District must submit a Vendor Direct Deposit Authorization form along with the depository contract.

Agreed and accepted on behalf of the District this * _____ day of * _____, *

Signature of President of School Board

Agreed and accepted on behalf of the Depository this * _____ day of * _____, *

* Typed Name of Depository

Signature of Authorized Officer

* Title of Authorized Officer

Acknowledgment

Acknowledged before me in * _____ County, Texas, on * _____, 20*____, by

* _____, bank officer of the Depository named in the preceding document, for the Depository.

(SEAL)

Signature of Notary

Notary Public in and for * _____
County, Texas

**Election of Collateral Method for Funds
of Independent School Districts
under the Texas Education Code, Chapter 45, Subchapter G,
School District Depositories**

In accordance with Article III of the Depository Contract for Funds, the Depository has elected to use the following method(s) to protect the funds of the District:

- ☐ Surety bond (TEC, §45.208[b])
- ☐ Deposit or pledge securities (TEC, §45.208[f])

- A. If the Depository elected to file with the District a corporate surety bond, then the corporate surety bond is in an initial amount of \$ _____, which is equal to the estimated highest daily balance of the District funds determined by the board of trustees of the District to be on deposit with the Depository during the term of this contract. The corporate surety bond is executed in the form and with the content prescribed by State Board of Education rule. A fully executed copy of the corporate surety bond is attached to and made a part of this contract by reference, provided further that:
- (1) the initial amount of the corporate surety bond may rise or fall from day to day so long as all deposits of the District are fully protected;
 - (2) the bond is made payable to the District and is signed by the Depository and the surety company authorized to do business in this state;
 - (3) the bond and the surety on the bond are approved by the board of trustees of the District;
 - (4) the bond exists under the condition that the Depository must:
 - (a) faithfully perform all duties and obligations required by law and this contract;
 - (b) pay on presentation all checks or drafts ordered according to law by the District's board of trustees;
 - (c) pay on demand any demand deposit in the Depository;
 - (d) pay any time deposit after the required notice period expires;
 - (e) faithfully keep school district funds and account for the funds according to law; and
 - (f) faithfully pay over to the successor depository all balances remaining in the account; and
 - (5) the District may not pay a premium on the depository bond out of school district funds.
- B. If the Depository did not elect to make the corporate surety bond in the amount and as referred to in A, above, then the Depository must either deposit or pledge with the District, or with a trustee designated by the District, approved securities as defined in the TEC, §45.201. The pledged or deposited securities must meet the following conditions:
- (1) The pledged securities must be approved securities and authorized by law and must be in a total market value sufficient to protect the funds of the District on deposit as directed at any time by the District in accordance with standards acceptable to the Texas Education Agency.
 - (2) The pledge of approved securities must be waived only to the extent of the exact dollar amount of Federal Deposit Insurance Corporation insurance protection for the District's funds on deposit with the Depository from day to day, and if the insurance protection ends, this contract must immediately become void except as provided in (4) below.
 - (3) The conditions of the pledge of approved securities required by this contract are that the Depository must:
 - (a) credit the account(s) of the District with the full amount of all State of Texas warrants presented to the Depository for the District's account no later than the next banking day after the day the Depository receives the warrants credit the account(s) of the District with the full amount of electronically transferred funds on the effective settlement date;
 - (b) faithfully perform all duties and obligations required by law and this contract;
 - (c) pay upon presentation all checks or drafts ordered according to law by the District's board of trustees;
 - (d) pay upon demand any demand deposit of the District in the Depository;
 - (e) pay any time deposit or certificate of deposit upon maturity or after the required notice period expires;
 - (f) faithfully keep school district funds and account for the funds according to law; and
 - (g) faithfully pay over to the successor depository all balances of funds remaining in the account.
 - (4) The pledge of approved securities required by this contract must continue until either this contract ends or the Depository fulfills all its duties and obligations arising out of this contract, whichever is later. And a continuing security interest in the District's favor must immediately apply to any pledge to all proceeds of sale and to all substitutions, replacements, and exchanges of the securities, and in no event may this continuing security interest be voided by any act of the Depository; however, the Depository will have the right, with the District's consent, to purchase and sell, and substitute or replace with other approved securities, any of the approved securities pledged under this contract, provided that the Depository adheres to all the other conditions of this contract, and the pledge is in addition to all other remedies available in law to the District.
 - (5) The Depository must immediately furnish or cause to be furnished to the District original and valid safekeeping or trust receipts issued by the custodian holding the approved securities pledged under this contract, marked on their face by the custodian to show the pledge and market value as required above, and the Depository must upon the District's request provide a description of securities being pledged and evidence that the securities are legally acceptable in accordance with (1) above.
 - (6) The District may examine and verify at any reasonable time a pledged investment security or a record that a custodian maintains in accordance with the Texas Government Code, §2257.061. The District or its agent may inspect at any time an investment security evidenced by trust receipt.
 - (7) Upon any closing or failure of the Depository, or any event considered by a state or federal regulatory agency to constitute a closing or failure of the Depository, title to all securities pledged under this depository contract must be considered to be vested in, and to be held by

the District. The District is empowered to take immediate possession of and to sell any such pledged securities, whether in safekeeping at another bank or in possession of the District or the Depository, and the District is specifically so empowered by execution of this contract.

- (8) The collateral pledge agreement must conform to Title 12 United States Code Annotated, §1823(e), so to defeat the claim of the Federal Deposit Insurance Corporation, its successor, or any other receiver to the securities, and be:
- (a) in writing;
 - (b) executed by the Depository at the same time the asset is acquired;
 - (c) approved by the Depository's board of directors or loan committee, with the approval reflected in the board's or committee's minutes; and
 - (d) maintained continuously from the date of its execution as an official record of the Depository.

The Depository must furnish the minutes of the Depository's board of directors or loan committee to the District.

- C. If the Depository elects to give both a corporate surety bond and to pledge approved securities, the corporate surety bond and pledged approved securities must be in an aggregate amount that, together with applicable Federal Deposit Insurance Corporation insurance, will adequately protect the total amount of District funds on deposit with the Depository from day to day. The provisions of A, above, permitting the amount of the corporate surety bond to rise or fall from day to day, and all the provisions of B, above, relating to the amount and conditions of pledge of approved securities, including but not limited to substitution and conditions of pledge, apply to the election permitted by this paragraph C.
- D. The Depository agrees to cover by corporate surety bond, pledge of approved securities, or both an amount that is equal to funds anticipated to be on deposit from day to day, which is estimated not to exceed \$ * _____. The amount of collateral will be calculated in accordance with the Texas Government Code, Chapter 2257, Collateral for Public Funds Act.
- E. After the beginning date of this contract if the amount of deposit exceeds that which is initially covered by corporate surety bond, pledged approved securities, and FDIC insurance, the amount covered will be increased, and original and valid safekeeping or trust receipts of the additional securities, increased corporate surety bond, or both will be provided in accordance with the TEC and Texas Education Agency rules.

Texas School Depository Surety Bond Form**Bond Number** _____**I.
Guarantee**

1. Under all the terms and conditions of this bond, _____ (referred to in this document as *the Surety Company*) and _____ (referred to in this document as *the Bank*) agree that:
 - a. the Bank will pay a premium to the Surety Company and
 - b. the Surety Company will guarantee the deposits in certain Designated Depository Accounts in the Bank, in excess of the \$250,000.00 deposit insurance provided by the Federal Deposit Insurance Corporation (FDIC).
2. The Surety Company must promptly reimburse the Owner(s) of a Designated Depository Account or Accounts (referred to in this document as *the Owner*) up to a limit of liability as specified in Section III of this bond if the Bank becomes insolvent and fails.
3. "Becomes insolvent and fails" means that either:
 - a. the Bank must be taken over by a regulatory authority, either state or federal, and ordered liquidated or
 - b. the FDIC must sell the Bank's deposits in such a manner that the FDIC refuses to sell or reimburse the deposits in excess of the \$250,000.00 deposit insurance.

**II.
Designation of Account Owner and Depository Account(s)**

Designated Owner of the Depository Account(s):

[_____ *Independent School District (ISD)*].

Address of the Owner:

Designated Depository Account Number(s):

[List Various Depository Accounts in the Name of _____ ISD]

**III.
Limit of Liability**

The Surety Company's total liability under this bond is [**written dollar amount \$XXXXXXXX**], which is the maximum guaranteed amount. Regardless of the number of Owners and the number of Designated Depository Accounts, the maximum amount of payment under this bond must not exceed [**\$XXXXXXXX**].

**IV.
Payment of Loss**

If the Bank should be declared insolvent and fail, the Surety Company must pay the Owner of the Designated Depository Account(s) for which this bond has been issued the amount that the receiver's certificate indicates to be uninsured by the FDIC. The amount of the payment is limited to the maximum guaranteed amount specified in Section III of this bond. This bond does not cover any indirect or consequential damages or loss. The Surety Company must pay the Owner promptly upon receiving assignment of the receiver's certificate from the Owner or upon demand.

**V.
Termination or Cancellation**

This bond becomes effective at 12:01 a.m. on [*date*] and remains in effect until terminated or canceled for any of the following reasons:

1. The Surety Company cancels the bond for nonpayment of the annual premium 15 days after notifying the Bank of the nonpayment and impending cancellation.
2. The Owner notifies the Surety Company in writing of the Owner's desire to cancel the bond, and the Surety Company cancels the bond immediately.
3. The Surety Company desires to cancel the bond for reasons allowed by the laws of Texas.
 - a. The Surety Company sends a written notice by facsimile transmission, hand delivery, or certified mail, return receipt requested to the Bank and to the Owner's address as shown on this bond. The notice is considered effective upon receipt by the parties to whom the notice is addressed.
 - b. The cancellation is effective 90 days after the notice is effective.
4. This bond is automatically terminated if all funds in the Designated Depository Account(s) listed in Section II of this bond are withdrawn, the account(s) are closed, or both.

If this bond is canceled or terminated, the Surety Company has no obligation to make any payment to any Owner.

VI.
Responsibility of the Bank

It is understood and agreed that this bond is for and on behalf of the Bank to enable the Bank to protect the Owner of its Designated Depository Account(s). All designations of accounts are the complete responsibility of the Bank. The Surety Company's liability to the Owner begins upon the declaration of insolvency and failure of the Bank, and not before that event. In addition, under the Texas Education Code, §45.208, the Surety Company and the Bank agree that the Bank must:

1. faithfully perform all duties and obligations required by law,
2. pay on presentation all checks or drafts ordered according to law by the district's board of trustees,
3. pay on demand any demand deposit in the Bank,
4. pay any time deposit of the school district after the required notice period expires,
5. faithfully keep the school district funds and account for the funds according to law, and
6. faithfully pay over to any successor depository all balances remaining in the accounts of the Bank.

VII.
Consolidation or Merger

This bond becomes void at 12:01 a.m. on the date the Bank consolidates with or merges into any other bank or financial institution. The Bank must notify the Surety Company and the Owner 90 days before any consolidation or merger of the Bank's intention to merge into another bank or financial institution. Any deposits in the Designated Depository Account(s) in excess of the \$250,000.00 FDIC deposit limit must be guaranteed by a new bond or other means as authorized by Texas law at the time of the consolidation or merger.

**VIII.
Sole Use and Benefit**

This bond is for the sole use and benefit of the Owner. This bond is nonnegotiable and may not be assigned under any circumstances by the Owner or any other person, entity, or holder. The Bank may not be considered an agent or representative of the Surety Company for any purpose in connection with this bond.

Signed, sealed, and dated this _____ day of _____, _____.

[Bank]
(Address)
(Phone)

[Surety Company]
(Address)
(Phone)

By _____

By _____

Title _____

Title _____

Acknowledgment

Acknowledged before me in _____ County, Texas, on _____, 20____, by _____, officer of the Bank named in the preceding document, for the Bank, and by _____, officer of the Surety Company named in the preceding document, for the Surety Company.

(SEAL)

Signature of Notary

Notary Public in and for _____
County, Texas
My Commission Expires _____

Surrender of Bond Form

By signature below of the Owner, the Owner gives notice to the Surety Company of the Owner's desire to cancel Bond Number _____ in its entirety.

By _____

Date _____

OR

Surrender of Bond for Reissuance Form

By signature below of the Owner, the Owner gives notice to the Surety Company of the Owner's desire to cancel Bond Number _____ in its entirety, on the condition that another similar bond is issued with the following listed Owner, Owner address, Designated Depository Account Number(s) and limit of liability:

Requested Designated Depository Account Owner:

Address of Requested Designated Owner:

Requested Designated Depository Account Number(s):

Requested Limit of Liability:

By _____

Date _____

Last Modified: 12/12/2013

Status Review of Current Nominees for State Board Positions

April 9, 2026

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: DISCUSSION STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: This item provides an opportunity for the committee to review the status of current nominees for the School Land Board and the Teacher Retirement System Board of Trustees.

STATUTORY AUTHORITY: Texas Constitution, [Article VII, §2](#) and [§5](#), Natural Resources Code (NRC), [§32.012](#); and Texas Government Code (TGC), [§825.003](#).

The Texas Constitution, Article VII, §2 and §5 establish the permanent school fund, the assets that comprise the permanent school fund, the bond guarantee program, the available school fund, and authorize the State Board of Education (SBOE) to manage the permanent school fund.

NRC §32.012 provides that two of the citizens appointed to the School Land Board by the governor must be selected from the lists of nominees submitted by the SBOE.

TGC §825.003 provides that the governor shall appoint two members to the Teacher Retirement System Board of Trustees from the lists of nominees submitted by the SBOE.

The full text of statutory citations can be found in the links above.

PREVIOUS BOARD ACTION: During the June 2025 meeting, the SBOE selected nominees for the state board positions and submitted to the Governor's Appointments Office, two lists of six nominees each for the School Land Board positions and one list of nominees for the Teacher Retirement System Board of Trustees position.

Staff Member Responsible:

John McGeady, Director of External Relations, Texas Permanent School Fund Corp.

COMMITTEE ON SCHOOL INITIATIVES

**Recommendation for One Appointment and One Reappointment to the
Randolph Field Independent School District Board of Trustees**

April 10, 2026

**COMMITTEE ON SCHOOL INITIATIVES: ACTION
STATE BOARD OF EDUCATION: CONSENT**

SUMMARY: This item provides an opportunity for the board to consider one appointment and one reappointment to the board of trustees of Randolph Field Independent School District (ISD). The action is necessary because one trustee has retired and one trustee's term is expiring.

STATUTORY AUTHORITY: Texas Education Code (TEC), [§11.352](#), and 19 Texas Administrative Code (TAC) §61.2.

TEC, §11.352 authorizes the State Board of Education (SBOE) to appoint school board members in special purpose school districts.

The full text of statutory citations can be found in the link above.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBOE is statutorily authorized to appoint board members for military reservation ISDs. Trustees so appointed hold office for two years and until their successors are appointed and qualified. Enlisted military personnel may be appointed to the board; however, a majority must be civilians, and all may be civilians. When a vacancy occurs on a board of trustees, the base commander notifies the commissioner of education, in compliance with TEC, §11.352, and recommends candidates for appointment.

Brigadier General, United States Air Force, Randy P. Oakland, has notified the commissioner that the term of one trustee of Randolph Field Independent School District has expired and one trustee has retired. Brigadier General Oakland recommends the reappointment of Mr. Jimmy D. Cornelius and the appointment of Mr. Charles N. Kistler to the Randolph Field ISD Board of Trustees.

MOTION TO BE CONSIDERED: The State Board of Education:

Based on Brigadier General Oakland's recommendation, approve the reappointment of Mr. Jimmy D. Cornelius and the appointment of Mr. Charles N. Kistler to serve terms of office from April 10, 2026, to April 9, 2028, on the Randolph Field Independent School District Board of Trustees.

Staff Members Responsible:

Steve Lecholop, Deputy Commissioner, Office of Governance
Christopher Lucas, Director, Research and Policy, Office of Governance

[Attachment:](#)

Correspondence from Brigadier General Oakland that includes biographical information and supporting documentations for each nominee



**DEPARTMENT OF THE AIR FORCE
502D AIR BASE WING
JOINT BASE SAN ANTONIO**



17 February 2026

MEMORANDUM FOR MR. MIKE MORATH, COMMISSIONER, TEXAS EDUCATION AGENCY

FROM: 502 ABW/CC

2080 Wilson Way Bldg 247
JBSA Fort Sam Houston TX 78234-7680

SUBJECT: Reappointment of Mr. Jimmy D. Cornelius and appointment of Mr. Charles N. Kistler to the Randolph Field Independent School District (RFISD) Board of Trustees

1. Please consider this my formal request to reappoint Mr. Jimmy D. Cornelius and Mr. Charles N. Kistler to the RFISD Board of Trustees. Enclosed are their resumes, as required by Texas Administrative Code Section 61.2a (1), along with their signed statement expressing their willingness to accept the appointment and serve in full adherence to the established state standards for school board members.
2. Mr. Jimmy D. Cornelius is eligible for reappointment and Mr. Charles N. Kistler is eligible for appointment under the general school laws of Texas. They both reside or work on Joint Base San Antonio-Randolph. The nominees are highly qualified and fully compliant with the provisions of the Texas Education Code 11.352. Efforts were made to ensure a broad and inclusive applicant pool, resulting in seven candidates submitting packages for consideration. The current membership composition of the board of trustees is in compliance with the provisions of Texas Education Code 11.352.
3. I recognize the power of the Board of Trustees to govern and manage the operations of the RFISD and recognize that my role as the commanding officer of the 502d Air Base Wing, in the process for appointing the Board of Trustees, is limited to the duty defined by statute.
4. Thank you for your support of our school district. If you have any questions please contact, Ms. Andrea Black at (210) 823-6500 or andrea.black@us.af.mil.

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RANDY P. OAKLAND
Brigadier General, USAF
Commander, Joint Base San Antonio and
502 Air Base Wing

2 Attachments:

1. Mr. Jimmy D. Cornelius Resume and Eligibility Statement
2. Mr. Charles N. Kistler Resume and Eligibility Statement

RFISD SCHOOL BOARD TRUSTEE APPLICATION

1. Personal Data

- a. Name/rank:** Charles N. Kistler/Lt Col O-5, retired/GS-13
 - b. Address:** 116 Miller Cove, La Vernia, TX 78121
 - c. Phone:** Work (210) 652-3518; Cell (520) 360-7509
 - d. If military, date assigned to Randolph AFB:** Jan 17-Feb 22. TAFMSD: 27 years
 - e. Qualification:** Military retired/Civilian instructor pilot, 435th FTS, JBSA-RND: Lt Col Ret., GS-13/Date: 01 Aug 22-Current.
- 

2. Status

- a. Education:** Bachelor of Science in Biology; Masters of Aeronautical Science
- b. Professional or personal experience that would be an asset to you as a school board trustee:**

In my career experience, I have been enlisted as a communications specialist, started my officer career in the intelligence field, and got the opportunity to be a pilot in the USAF. I have been the assistant director in charge of operations for fighter and training squadrons consisting of over 50 members as well as 50+ aircraft. I have worked under pressure flying over combat operations in Operation Enduring Freedom. I served on the staff at a Combined Joint Task Force where I learned to coordinate with dozens of other agencies in support of our nation's interests. My final active-duty assignment consisted of being the chief instructor in a squadron of instructor pilots who train future instructors.

While I do not have experience with public schools, I do have experience in large, complex organizations. I feel this experience will transfer well into being a school board member. Additionally, my ability to step back and see the big picture is a positive trait as well. In my past jobs and current one I am required to stay mission-focused while managing multiple skill

levels of students and instructors. I continually look for areas of improvement and address anything that does not make sense or is not best for our students and/or co-workers.

Personally, our family enjoys attending Ro-Hawk events when the opportunity presents itself whether our children are actively involved or not. My family and I attend St. Ann's Catholic Church where we actively participate in a variety of events.

3. Supervisor/reference:

a. Name/rank: Joshua Stallard, Lt Col

b. Address: 1150 5th Street East

JBSA-Randolph TX 78150

c. Phone: (210) 243-5505

4. Why do you want to serve as a school board member?

While our family lives in the La Vernia ISD, after visiting schools and talking with Randolph parents, the decision was easy to request for our children to attend Randolph. My wife Deborah and I saw the superior education and culture Randolph has in their schools. We appreciate and are extraordinarily blessed that they attend Randolph. The past 8 years of direct experience with the Randolph schools have only confirmed our decision. We fully plan on keeping our children in the Randolph school system until [REDACTED]

[REDACTED] Giving back and supporting Randolph ISD is very important to our family and being on the school board is another way I can help. If elected I plan to bring a common-sense mentality and commitment to address issues and challenges at RFISD while helping contribute to keeping Randolph a superior school system.



Joint Base San Antonio Statement of Eligibility

Applicant Full Name: CHARLES N KISTLER

Residential Address: 116 MILLER COVE

LA VERNIA

TX

78121

Physical Address of Employer: 1150 5th Street East

JBSA-Randolph TX

JBSA-Ranc 78150

Board of Trustees Location Applying For: Randolph Field ISD

I hereby make a formal application for the above indicated Board of Trustees. In doing so, I confirm that:

- I am qualified under the general school laws of Texas and live or am employed on JBSA.
- I attest the contents of my resume.
- I am a qualified voter.
- I willingly accept the appointment to the Board of Trustees and will serve in this capacity with full adherence to the state established standards on the duties and responsibilities of school board members.

Signature of Applicant

CHARLES N KISTLER

Printed Name of Applicant

05 DEC 25

Date

Digital Signatures are authorized. If using a wet signature, please sign, date and print legibly. Form must be completed prior to setting up your interview with the selection board.

RFISD SCHOOL BOARD TRUSTEE APPLICATION

1. Personal Data:

- a. Name/rank: **Jimmy D. Cornelius/SMSgt (Ret) GS-9**
- b. Address: **422 Sorenstam Way, Cibolo, Texas 78108**
- c. Phone: **Work (210) 565-2761; Cell (210) 872-0969**
- d. If military, date assigned to Randolph AFB: **January 1989-January 1996.**
TAFMSD: 27 + years
- e. Qualification: **Military retired grade: SMSgt/Date: 31 July 2006, Civilian: GS-9,**
26 May 2009- 8 Oct 2023, HQ AETC/JA; 9 Oct 2023 - present, AFPC/JA.

f. Children in RFISD: **From August 1990 to January 1996 my wife and I had our children enrolled in RFISD. Our oldest daughter, Michelle, graduated in 1995. She was in the band and was co-drum major her junior year. All three of our children were inducted into the National Honor Society. Kevin and Deanna were in the Ro-Hawk band. Kevin was in track. We moved to Dyess AFB, Texas, during January 1996. When we moved, our son, Kevin, was a junior. He continued to play football "#55" and was involved in other clubs and organizations to include FFA. Our youngest daughter, Deanna, was a freshman and she was also active in the band and student council. Both Kevin and Deanna were "roadies" for the high school band while they were in Jr. High.**

2. Status

- a. Education:
 - **Associate Degrees in Police Science and Paralegal Studies**
 - **Bachelors of Science in Occupational Education-Criminal Justice.**
- b. Professional or personal experience that would be an asset to you as a school board trustee:

I have had the privilege of being on the Board of Trustees for RFISD during the last fourteen years. Since August 2011 until present, I have completed approximately 375+ hours of continuing education through the Texas and the National Associations of School Boards. I believe the more I learn about the intricacies of procedures, rules, and laws governing schools and school boards, the better trustee I become. This translates to making things better for our students who are always our focus.

a. Professional Work Experience.

My work experience has given me a unique set of abilities in high level management and in dealing with complex systems and scenarios.

- **I have been involved in security operations for 14 years as an Air Force Security Policeman (SP). During that time, I was an Installation/Gate guard, patrolman, the 1st certified desk Sergeant for Military Airlift Command, Flight Chief, NCOIC of Pass and IDs, Resources Protection/Crime Prevention and Supply.**

- I started the first crime prevention programs at the USAF Academy and in Turkey.
 - As Crime Prevention NCO at Randolph AFB, I created and presented Stranger Danger briefings and discussions with all the students in RFISD. This was prior to McGruff, the "Crime Fighting Dog", program. We (12 SPS) purchased the first McGruff costume at Randolph which gave me and other SP personnel more direct contact with the families and students of RFISD.
 - During my military Paralegal career, I have been the NCOIC of Civil Law, Contract Law, Military Justice and Law Office Manager. I had the privilege of serving as the Law Office Superintendent at the largest and busiest legal office in the Air Force.
 - As a Civil Servant, I managed and oversaw administrative matters for all Aircraft and Ground Accident Investigation Boards for all AETC. I also was the MAJCOM Military Justice Legal assistant. Now as a Paralegal Specialist at AFPC/JA, I work with a plethora of Agencies in providing information and data as well as being a Texas Notary, and other legal assistance cases.
- b. Texas Independent School Leadership Experience**
- **Instructional Leadership**
 - i. As a trustee I have helped to ensure that there are rigorous academics that are evaluated by state assessment data, completion rates, and local forms of appraisal. I work with RFISD to make sure the materials being taught are aligned to best practice, state content descriptors, and state and federal expectations/requirements.
 - ii. As a board we emphasize data-driven decision making and maximizing learning for all student's based on the information and trends indicated by the data. We are flexible and make changes as the trends and data is updated and changed.
 - **District Knowledge and Skill Leadership**
 - i. From my experience and training as a trustee, I have specialized knowledge and skills that help the RFISD administration with targeted section, placement, and retention of high-quality teachers, administrators, and staff.
 - ii. As a board we give feedback on the tailored development and improvement of our teachers and other employees.
 - iii. As a trustee I have encouraged staff teamwork and structuring leadership in the most advantageous and academically profitable manner.
 - iv. As a trustee I have helped ensure the methodical evaluation and supervision of the administration and staff.
 - v. It has been my privilege to participate in the hiring of two of the five Superintendents that have served RFISD.
 - **Executive School Leadership**
 - i. Under my tenure as Board President, we adopted and implemented board procedures that provide an opportunity for members to remain consistent with RFISD's values and beliefs. I have also worked with resiliency and the management of change. Schools in general and more specifically Texas schools experience frequent change. Managing this change is a crucial part of board member service. I am in contact with Texas House and Federal Congressional members, so we have the latest information to lead RFISD. I have been given and encouraged direct lines of communication by our representatives.

- ii. As a board we are committed to communication and developing interpersonal skills. We have developed an open and transparent system of management.
- **School Culture**
 - i. I have attended and traveled to many district events and supported extracurricular teams and groups. This includes district and State sports, academics, band, and theater presentations.
 - ii. I have been a part in district convocations and graduation exercises. I have helped develop a vision of high achievement and a culture of high expectations.
 - iii. As a school district we also emphasize community and family engagement. Our desire is to bring the school to the community. The board has authorized the creation of a position that is focused on community engagement and communication. This has been received well in the school community due to more developed communication plan.
 - iv. A personal priority is school safety. We have worked together to develop an atmosphere the encourages social, emotional, and physical well-being.
- **Operations Leadership**
 - i. **Financial**
 - 1. I am actively involved in the preservation of the Federal impact aid funding that supplies 40% of the total school budget. I have and continue to work with the Nation Association of Federally impacted schools and traveling to Washington D.C. to meet with national congressional representatives.
 - 2. We work closely with our Chief, Finance Officer as we develop our District budget each year. The RFISD budget returns money to a savings account for the district and has not run a deficit budget like many Texas school districts have adopted.
 - 3. Due to the Government shutdown, the Board developed a plan to give free meals to those in need. The district was financially able to make this arrangement due to excellent fiscal management which is a major part of the board's responsibilities.
 - ii. **Planning**
 - 1. Actively participated in altering the RFISD transfer policy from being more restrictive to less restrictive which provided for student growth from 1,100 to over 1,400 students and allowed more active-duty service member's children to attend the school.
- **Facilities**
 - i. Involved in the replacement and construction financing of replacing aging school buildings in RFISD. This included the Elementary School, Middle School, High School, Gym Facilities, Fine Arts, and the transportation budlings.
 - ii. Developed relationship with construction managers and construction groups to enhance outcomes for RFISD.
 - iii. Considered and approved facility safety moderations including fencing, door access and control, and other security upgrades.
 - iv. Due to my law enforcement background, I am able to participate and be actively involved with the district safety and security committee to help ensure the safe operation of the school.
- **Personal**

My children attended six different school districts in three states and one foreign country. With the experience my family has gained, I feel I bring a wide variety of knowledge and awareness to the RFISD school system.

Before my appointment to the RFISD board of trustees, my wife and I rode on many band buses and worked many hours in the concession stand. In fact, I was the Band Boosters President when the current concession stand was built. I worked with the school and the administration as a parent volunteer and in my professional capacity as a Security Policeman in the 1990s.

We retired from active duty here and chose to live close to the base. Additionally, I have worked for over 17 years as a civilian employee on Randolph Air Force Base. This is our home and as such I am a stable member of the board and bring continuity to the district leadership. I believe I can continue to do so if I am selected to continue to be a School Board Trustee of RFISD. Since August 2011, I have proudly served the district. Judging my service by RFISD academics, extracurriculars, finances and parent/student satisfaction, my service is marked by very positive results.

3. Supervisor/reference:

a. Name/rank: Ms. Carla King

**b. Address: AFPC Staff Judge Advocate, 550 C Street West, Building 499
Joint Base San Antonio Randolph TX 78150**

c. Phone: (210) 565-2761

4. Why do you want to serve as a school board member?

It is my desire to continue helping make RFISD be best possible district it can be. Constant improvement is a personal, professional, and volunteer goal. RFISD is an excellent school and has been called a "Crown Jewel" of the San Antonio area by Chris Duke of the Lt. Governor of Texas's Office. I believe it is my duty to help the school to maintain its high performance and then to seek out ways to improve the outcomes for students and families.

Giving the children/students a quality education is the corner stone of what being a board member is all about. As stated in RFISD policy, "The purpose of education at Randolph Field ISD is to: (1.) To prepare individuals to be continual learners who are successful, productive, responsible citizens. (2.) To achieve this purpose, students will access and process information, solve problems, and communicate, working as individuals and as team members, using technology to facilitate their learning.

I am committed to serving the military community of Randolph Air Force Base, the San Antonio Metropolitan area, the Great State of Texas, and making an impact on the world. However, the school does not exist to simply enroll and graduate students. Graduation is the result of and not RFISD's mission, vision, or purpose. The school exists to serve our military community and ultimately to foster and support a free society by helping to create virtuous citizens.

It is my desire to make a safe place for kids to learn and have experiences so that parents are at ease. Our active-duty community parents have long work hours, stress, and are frequently deployed away from family. Our school should not be a worry for our families and school should be an item checked off the worry list. My desire is for our schools to be safe, effective, and enjoyable.

Over the years, RFISD has set a very high educational and moral standard. We focus on learning vs. teaching. Our District has received an "A" rating for the last several years. Each of our three campuses have also received an "A" as well. I want to help continue this noble tradition.

It has been and is an exciting time to be a trustee for RFISD as we have built new facilities to include a new Elementary School, a new press box and score board, as well as many other renovations and additions. These changes have allowed better educational outcomes, and the changes have allowed more students to have the Randolph experience. I want to keep the district improving and have better spaces for our students. The Randolph Field ISD trustees have current plans for facility improvement that we are very excited about.

During my tenure as a RFISD Trustee (president for eight years), we hired two Superintendents (there has been only five). This a testament to the seriousness that is placed on getting highly qualified candidates. We work continually with the Superintendent to strive for ever increasing outcomes for the students and teachers.

During my tenure I have also been involved in employees raises based on cost-of-living needs and budget restrictions. We have also renovated the football stands, renovated the old cafeteria into a multi-purpose building with a large testing/meeting room, built a high school and a gym/cafetorium, purchased and buried new fuel tanks, built a transportation (Bus Barn) facility and a new addition to our middle school.

During the transformation of the district, we tore down the old high school and constructed two parking lots and two parent pickup loops. We have renovated the old maintenance building and turned it into a home for our Jr. ROTC Wing to include classrooms, a firing range, and a place to practice marching, rifle drills, lockers and changing rooms for both female and male cadets. Also, the Student Services personnel are sharing the Jr. ROTC facility. We also built softball and baseball fields and started the first ever girls' softball team as a sport in Randolph Field ISD's history.

Four years ago, we built the best quality track possible to give our students a great place to practice and compete in track meets. Last school year our girls track team won the 3A State meet for the 4th time. One young lady broke her state records she had set the previous two years. I asked the team what made the difference in their competing and running faster. They, all unanimously said it was having a new track. I also asked who had the better track, us or the University of Texas where they had just competed? They again said it was ours. This is an example of what we, the Board, does that directly affects and improves the lives of our students. All the while we continue to budget for employee retention stipends to retain and recruit our high-quality teachers and staff.

We completed a new elementary school and had a ribbon cutting ceremony attended by Congressman Henry Cuellar. Mr. Johnson (our previous superintendent) and I worked with State Legislatures and Senators in getting RFISD even with and even potentially higher per ratio of students' average daily attendance than the other two military schools in San Antonio. This is slated to increase our revenue from IMPAC Aid by as much as \$2.3M annually. This along with the Texas funds for mandated raises has allowed the Board to give raises to everyone across RFISD. We are competitive among other school in the areas. This allows the district to recruit the highest-level teachers for our students. The district has implemented a loyalty stipend for employees. In addition, long standing employees are given a monetary award for every five years. Dr. Holt, our current superintendent and I have worked with and are working with Congressman Cuellar (others are helping too) to obtain the same amount of IMPAC Aid money for off base children of Active Duty Military as those who live on Randolph. We currently receive half the amount for the off base students who transfer into the district. If this comes to fruition, the ISD will receive over \$4M more IMPAC Aid each year. These monies will allow Randolph Field ISD to continue providing the best education and facilities possible to the Military Child.

5. My Biography is attached.



Joint Base San Antonio Statement of Eligibility

Applicant Full Name: Jimmy Dean Cornelius

Residential Address: AFPC/JA

550 C Street West, Building JBSA Randolph 78150-4703

Physical Address of Employer:

AFPC/JA

550 C Street West, Building JBSA Randolph 78150-4703

Board of Trustees Location Applying For: Randolph Field ISD

I hereby make a formal application for the above indicated Board of Trustees. In doing so, I confirm that:

- I am qualified under the general school laws of Texas and live or am employed on JBSA.
- I attest the contents of my resume.
- I am a qualified voter.
- I willingly accept the appointment to the Board of Trustees and will serve in this capacity with full adherence to the state established standards on the duties and responsibilities of school board members.

CORNELIUS.JIMMY.D. Digitally signed by
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Date: 2023.10.17 10:52:28 -05'00'

Signature of Applicant

Jimmy D. Cornelius

Printed Name of Applicant

14 November 2025

Date

Digital Signatures are authorized. If using a wet signature, please sign, date and print legibly. Form must be completed prior to setting up your interview with the selection board.

**Recommendation for One Reappointment to the Lackland Independent School District
Board of Trustees**

April 10, 2026

**COMMITTEE ON SCHOOL INITIATIVES: ACTION
STATE BOARD OF EDUCATION: CONSENT**

SUMMARY: This item provides an opportunity for the board to consider one reappointment to the board of trustees of Lackland Independent School District (ISD). The reappointment is necessary because the trustee's term is expiring.

STATUTORY AUTHORITY: Texas Education Code (TEC), [§11.352](#), and 19 Texas Administrative Code (TAC) §61.2.

TEC, §11.352 authorizes the State Board of Education (SBOE) to appoint school board members in special purpose school districts.

The full text of statutory citations can be found in the link above.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBOE is statutorily authorized to appoint board members for military reservation ISDs. Trustees so appointed hold office for two years and until their successors are appointed and qualified. Enlisted military personnel may be appointed to the board; however, a majority must be civilians, and all may be civilians. When a vacancy occurs on a board of trustees, the base commander notifies the commissioner of education, in compliance with TEC, §11.352, and recommends candidates for appointment.

Brigadier General, United States Air Force, Randy P. Oakland, has notified the commissioner that the term of one trustee of Lackland Independent School District is expiring. Brigadier General Oakland recommends the reappointment of Dr. Tonseda Henson to the Lackland Independent School District Board of Trustees.

MOTION TO BE CONSIDERED: The State Board of Education:

Based on Brigadier General Oakland's recommendation, approve the reappointment of Dr. Tonseda Henson to serve a term of office from April 10, 2026, to April 9, 2028, on the Lackland Independent School District Board of Trustees.

Staff Members Responsible:

Steve Lecholop, Deputy Commissioner, Office of Governance
Christopher Lucas, Director, Research and Policy, Office of Governance

[Attachment:](#)

Correspondence from Brigadier General Oakland that includes biographical information and supporting documentations for the nominee



**DEPARTMENT OF THE AIR FORCE
502D AIR BASE WING
JOINT BASE SAN ANTONIO**



MEMORANDUM FOR MR. MIKE MORATH, COMMISSIONER, TEXAS EDUCATION
AGENCY

FROM: 502 ABW/CC
2080 Wilson Way Bldg. 247
JBSA Ft Sam Houston TX 78234-2362

SUBJECT: Reappointment of Dr. Tonseda Henson to the Lackland Independent School District
(LISD) Board of Trustees

1. Please consider this my formal request to reappoint Dr. Tonseda Henson to the LISD Board of Trustees. Enclosed is her resume, as required by Texas Administrative Code Section 61.2a (1), along with her signed statement expressing her willingness to accept the appointment and serve in full adherence to the established state standards for school board members.
2. Dr. Tonseda Henson is eligible for reappointment under the general school laws of Texas and lives or works on Joint Base San Antonio-Lackland. The nominee is highly qualified and would be in full compliance with the provisions of the Texas Education Code 11.352. Every avenue was used to reach the widest possible applicant pool with one candidate submitting a package. The membership composition of the board of trustees is in compliance with the provisions of Texas Education Code 11.352.
3. I recognize the power of the Board of Trustees to govern and manage the operations of the LISD and recognize that my role as the commanding officer of the 502d Air Base Wing, in the process for appointing the Board of Trustees, is limited to the duty defined by statute.
4. Thank you for your support of our school district. If you have any questions please contact Ms. Sherrie Walker at (210) 850-5737 or sherrie.walker@us.af.mil.

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RANDY P. OAKLAND
Brigadier General, USAF
Commander

Attachment:
Dr. Tonseda Henson Resume and Eligibility Statement

Professional Attributes

Academic and Administration

Budget, Finance & Cost Control

Coaching and Mentoring

Relationship Building & Conflict Resolution

Communication and Public Relations

Innovation & Adaptability

Student-Centered Approach

Human Resource Professional

Military Readiness

International Experience (Japan, Korea)

Organizational Development

Project Designer

Talent Management

Leadership/ Development Trainer

Strategic Planning

Team Building/ Partnerships

Dr. Tonseda (Toni) Henson

24723 Chianti Way, San Antonio, Texas, 78260

Cell: 210-842-3392

Work: (210) 925-2351

Email: tonsedahenson@aol.com; tonseda.henson@us.af.mil

May 22 -Present, Manpower, Personnel, Education, Training and Development, A1, Director, GS-0301-14, 40 hrs/wk, JBSA Lackland

Leads the A1 team to thrive during the 688th Cyberspace Wing (CW) Optimization and Transformation. Maintains the manpower strategy and supports top talent acquisition for 688 CW. Oversees manpower management, personnel management, and personnel services for the total force (military, DOD civilian, and DOD contractors). Serves as the focal point for personnel support actions and manages and synchronizes the level of personnel support required. Tracks the efforts of Squadrons to stay abreast of personnel activities that could affect the Wing and provide additional support as necessary. Supports 3200+ military, Department of the Air Force civilian personnel and contractors worldwide. Advises the Wing on force support functions: manpower, personnel, career development, formal/ancillary training, sexual assault, and prevention liaison, and violence prevention training.

- Oversaw Force Development initiatives to ensure Library/Education/Weighted Airman Promotion Sys. continuous testing with zero closures despite significant manning shortages. Managed the base training program, secured 95 percent Career Development Course pass rate for 16 units exceeding AF's requirements. Facilitated educational services, benefits, & outreach programs. Advised leadership on force development and talent management.
- Leading a collaborative effort to develop/submit a series of Organizational Change Requests (OCR) to propel the 688th CW into the MAJCOM's first A-Staff, facilitating the organization's transformation while simultaneously maintaining Group Command opportunities in accordance with the Chief of Staff of the Air Force (CSAF) and the Commander of Air Combat Command (COMACC) direction.
- Developing robust career path roadmaps for Military and Civilian positions - impacting 2K+ personnel. Legitimizing full operational capability for cyberspace and intelligence leadership positions to line up with the updated organizational change request forming A-staff directives.
- Overseeing transition from pre-A-Staff civilian mission requirements to post-mission requirements. 60+ Core Personnel Documents (CPD) updated for submission
- Processed 130 civilian hiring actions and maintained a 92% fill rate for the Wing's funded billets; provided direct oversight for 580+ civilian monetary awards totaling \$1.4M+
- Identified 81 Commander's Support Staff (CSS) in need of in-depth guidance and process improvement, established the monthly CSS Tiger Talk providing virtual round table discussion for mentoring and direction, increased CSS productivity by 40%.
- Stood up an Organizational Planning Team (OPT) to navigate the 688th Cyberspace Wing through the interim measures to promote mission success on the road to ultimately incorporate an A-Staff structure as part of the 688th Cyberspace Wing HQ. The OPT meets twice monthly and has successfully resolved manning mismatches, resulting in the Wing's alignment with reorganization and transformation roadmaps.

Oct 20 - Nov 21, Force Support (FS) Deputy Director, GS-0301-13, 40 hrs/wk, Kunsan AB

Led the FSS team to thrive under a constrained COVID-19 operational environment; rendered mission success for the 8th Fighter Wing, emphasized in place deployments, mission readiness and plans, and shelter in place operations. Led the Squadron in cultural & social issues. Directed programming and execution of \$2.6M operations and maintenance (O&M) funds and \$6.8M in non-appropriated (NAF) budgets across manpower, personnel, and services.

- Oversaw Force Development initiatives to ensure Library/Education/Weighted Airman Promotion Sys. continuous testing with zero closures despite significant manning shortages. Managed the base training program, secured 95 percent Career Development Course pass rate for 16 units exceeding AF's requirements. Facilitated educational services, benefits, & outreach programs. Advised leadership on force development.
- Accomplishments include Kunsan AB FSS Bowling Center, Outdoor Recreation, CAC Tours, Loring Club, & Wolf Pack Lodging as Best of the Pacific 2021-22.
- Knowledgeable in military command structures, mission readiness, programs, organizational relationships, & program goals/objectives.
- Researched/developed strategies, metrics, plans, programs, and processes to collaborate across the force support enterprise. Drove test base initiative for fitness assessment alternatives, enhancing the quality of life (QOL), cultural and social issues, resolved conflicts for 4K military personnel. Successfully supervised, mentored, motivated, and appraised the mil/civ staff.
- Oversaw the Manpower and Financial (Budget) Management Flights. Advised on Program Objective Memorandum (POM) planning decisions and Fact of Life Changes (FoLCS) impacting projected expenditures.
- Oversaw human capital studies to increase programming, budgeting, productivity, and profitability across manpower, personnel, and services. Directed 32 manpower impact reviews, yielded accurate alignment of military and civilian positions.
- Knowledgeable in applying USAF, DoD, OPM, and installation level management and leadership principles and understanding cultural and social issues. Managed safety, security, personnel management, and directed EO regulations.
- Directed and oversaw all aspects of Human Resource Management, including strategic management, workforce planning, D&I training, policy, and labor relations, ensuring compliance with legal and regulatory requirements. Cultivated a winning culture; yielded 9 Group, 6 Wing, and 1 AF award. Squadron coined 53 times.
- Led program review boards, responsible for researching, analyzing, and evaluating (quantitative or analytical) to determine effectiveness. Dev. dashboards, metrics, trend analysis, & briefings to guide & influence decision-making. Advised Facility Review Board, successfully defended prop to prioritize the DFAC new military construction project, 27M.
- Received/reviewed customer comments and conducted inquiries and fact-finding investigations. Made programmatic corrections/recommendations to improve QOL. Delivered effective written and oral communication. Briefed Snr Leadership.

Oct 2017-Oct 2020/Nov 2021-May 2022, FS Career Field Administrator, GS-301-12, 40 hrs/wk, JBSA, AFPC

- Managed the Air Force Voluntary Education Program for the FS CFT
- Knowledgeable about enterprise policies and procedures supporting AF Vol Ed Programs
- Served as FS CFT Representative for the AF Automated Education Management System (AFAEMS) incorporating the AF Virtual Education Center, Academic Institution (AI) Portal, and Credentialing/Skill Bridge Provider Portal

- Coordinated with senior leaders to facilitate a Strategic view of Manpower Personnel and Services for the regular/recurring immersion of FS CFT members
- Provided FS CF personnel career management/mentoring services
- Managed the FS CF selection of candidates for vacancies/reassignments skills and qualifications, mission requirements, and diversity/inclusivity as outlined in the Human Capital Annex Strategic Master Plans
- Knowledgeable and skilled in applying analytical and evaluative Human Resource Management techniques to identify, consider, and resolve issues concerning complex/diverse organizations
- Formulated theories in mathematical terms and manipulates workforce data in spreadsheets, databases, visualization software to yield results
- Supervised team meetings in preparation for the Civilian Force Support/Non-Appropriated Fund Development Team
- Arranged/facilitated meetings with team leaders to discuss current processes, resolve issues, and provide direction to accomplish CF Manager's Strategic Plan for FS CFT
- Authored and edited comprehensive/informative presentations, briefings, and newsletters
- Represented FS CFT in Government-wide workgroups, conferences, and seminars; collaborates with other functional CFs/government agencies to derive/streamline/recommend process improvements

May 2015 - Oct 2017, Supv Training & Curriculum Specialist, GS-1701-12, 40 hrs/wk, JBSA

- Developed/Implemented curriculum, program quality, developmental programming and monitored compliance with accreditation
- Mentored FSS program managers and trainers, led to a record high 120K annual training hours
- Facilitated newcomers, pre-deployment and career training, and briefings to military and civilian audiences on programs and families on relocation, financial readiness, family advocacy programs
- Chaired the Multi-disciplinary Inclusion Action Team (MIAT), essential member of the Community Action Information Board (CAIB)
- Developed systems to sustain AF-wide programs that impact Airmen, families, communities
- Conducted 108 comprehensive no-notice DoD inspections of AF CYP facilities at 52 AF installations
- Strategic planning for global Youth Programs encompassing 72 sites, 2K+ personnel, 70K+ customers

Jan 2009 - May 2015, Child and Youth Specialist, GS-1702-12, 40 hrs/wk, HQ AFSVA JBSA-Lackland

- Provided direction, technical guidance, planning, training, and administration to AF CYP. Conducted 100+ compliance inspections
- Knowledge of safety and security regulations, practices, and procedures
- Developed in-depth knowledge for interpreting and reviewing public law, AF policy, Child and Youth

Inspection criteria and processes, child care fee policies, and youth development programs

- Developed/implemented professional briefings and training to commanders/leaders in line with regulatory and fiscal requirements, support goals, and mission requirements
- Analyzed program and statistical information and compiled data from observations
- Increased revenue by 100%, garnered 250K grants, decreased expenses, improved customer relations
- Reviewed CYP policies and provided HQ AF recommendations for amendments annually

Jan 2007 - Dec 2008, Professor, 10 hrs/wk, The University of Southern Mississippi – Long Beach, MS

Instructed early childhood curriculum for adult learners. Functioned as the early childhood subject matter expert on early childhood development, guidance, curriculum, creative learning activities, and staff professional development. Individualized practicum for 75+ undergraduate students.

EDUCATION

- Doctor of Educational Leadership, Liberty University, May 2022
- Master of Education, Concordia University, May 2004
- Master of Human Relations, University of Oklahoma, May 1995
- Bachelor of Science Liberal Studies, Northern Arizona University, May 1988

PROFESSIONAL MILITARY EDUCATION

- Air War College, Air University, est. Dec 2025
- Master of Military Operational Art and Science (ACSC-OLMP), Air University, Oct 2014
- Squadron Officer School, Air University, May 2004

DEFENSE/GOVERNMENT-SPONSORED TRAINING

- Air Force Civilian Leadership Course, Potomac MD, Feb 2025
- Leading With Impact, Maxwell Air Force Base, May 2022
- Mortuary Officer Course, Maxwell Air Force Base, Apr 2021
- Analysis of Online Learning, Air Education and Training, Aug 2019
- Instructor/Developer of Online Learning, Air Education and Training, Sep 2019
- Human Resources Level I Certificate, Graduate School USA, Mar 2019
- Strategies for Effective Leadership, University of Tennessee, Aug 2018
- AFPC Action Officers Course, Dec 2017
- Challenge of Leadership, Nov 2017
- HR Supervisors Course, Jul 2017
- Master Resilience Training Course, Jun 2016
- Civilian Management Course, May 2016
- Violence Prevention Course, May 2015

AWARDS/HONORS/SKILLS/ACCOMPLISHMENTS

- Quality Step Increase, 2004/2021
- Performance Award, 1992-2025
- Civilian of the Quarter 2021/2016
- Notable Achievement Award, 2021/2016
- Civilian of the Year, 2016
- Air Force Organizational Excellence Award, Mar 2016

Publications

- Wind Beneath My Wings, book published 2004

Community Service

- Lackland Independent School District, Board Member, 2024 – Present
- Summit Christian Center, Information Center, Ambassador; 2009 – Present
- Tuscany Heights Elementary School, Volunteer; 2009 – Present



Joint Base San Antonio Statement of Eligibility

Applicant Full Name: Tonseda Henson

Residential Address: 24723 Chianti Way

San Antonio

Texas

78260

Physical Address of Employer: 504 S Frank Loop Bldg 169

San Antonio

San Antonio 78236

Board of Trustees Location Applying For: LISD

I hereby make a formal application for the above indicated Board of Trustees. In doing so, I confirm that:

- I am qualified under the general school laws of Texas and live or am employed on JBSA.
- I attest the contents of my resume.
- I am a qualified voter.
- I willingly accept the appointment to the Board of Trustees and will serve in this capacity with full adherence to the state established standards on the duties and responsibilities of school board members.

HENSON.TONSEDA.L. Digitally signed by
HENSON.TONSEDA.L. 1133863440
1133863440 Date: 2025.09.29 11:41:35 -05'00'

Signature of Applicant

Tonseda Henson

Printed Name of Applicant

29 Sep 25

Date

Digital Signatures are authorized. If using a wet signature, please sign, date and print legibly. Form must be completed prior to setting up your interview with the selection board.

**Recommendation for Two Reappointments to the Fort Sam Houston Independent
School District Board of Trustees**

April 10, 2026

**COMMITTEE ON SCHOOL INITIATIVES: ACTION
STATE BOARD OF EDUCATION: CONSENT**

SUMMARY: This item provides an opportunity for the board to consider two reappointments to the board of trustees of Fort Sam Houston Independent School District (ISD). The reappointments are necessary because the term of office of two trustees are expiring.

STATUTORY AUTHORITY: Texas Education Code (TEC), [§11.352](#), and 19 Texas Administrative Code (TAC) §61.2.

TEC, §11.352 authorizes the State Board of Education (SBOE) to appoint school board members in special purpose school districts.

The full text of statutory citations can be found in the link above.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBOE is statutorily authorized to appoint board members for military reservation ISDs. Trustees so appointed hold office for two years and until their successors are appointed and qualified. Enlisted military personnel may be appointed to the board; however, a majority must be civilians, and all may be civilians. When a vacancy occurs on the board of trustees, the base commander notifies the commissioner of education, in compliance with TEC, §11.352, and recommends candidates for appointment.

Brigadier General, United States Air Force, Randy P. Oakland, has notified the commissioner that the term of office of two trustees of Fort Sam Houston ISD are expiring. Brigadier General Oakland recommends the reappointment of Ms. Andrea D. Nicholas and Mr. Willie E. White to the Fort Sam Houston ISD Board of Trustees.

MOTION TO BE CONSIDERED: The State Board of Education:

Based on Brigadier General Oakland's recommendation, approve the reappointments of Ms. Andrea D. Nicholas and Mr. Willie E. White to serve terms of office from April 10, 2026, to April 9, 2028, on the Fort Sam Houston Independent School District Board of Trustees.

Staff Members Responsible:

Steve Lecholop, Deputy Commissioner, Office of Governance
Christopher Lucas, Director, Research and Policy, Office of Governance

[Attachment:](#)

Correspondence from Brigadier General Oakland that includes biographical information and supporting documentations for each nominee



**DEPARTMENT OF THE AIR FORCE
502D AIR BASE WING
JOINT BASE SAN ANTONIO**



MEMORANDUM FOR MR. MIKE MORATH, COMMISSIONER, TEXAS EDUCATION
AGENCY

FROM: 502 ABW/CC
2080 Wilson Way Bldg. 247
JBSA Ft Sam Houston TX 78234-2362

SUBJECT: Reappointment of Ms. Andrea D. Nicholas and Mr. Willie E. White to the Fort Sam
Houston Independent School District (FSHISD) Board of Trustees

1. Please consider this as my formal request to reappoint Ms. Andrea D. Nicholas and Mr. Willie E. White to the FSHISD Board of Trustees. Enclosed are their resumes, as required by Texas Administrative Code Section 61.2a (1), along with their signed statement expressing their willingness to accept the appointment and serve in full adherence to the established state standards for school board members.
2. Ms. Andrea D. Nicholas and Mr. Willie E. White are both eligible for reappointment under the general school laws of Texas. They reside or work on Joint Base San Antonio-Fort Sam Houston. The nominees are highly qualified and fully compliant with the provisions of the Texas Education Code 11.352. Efforts were made to ensure a broad and inclusive applicant pool, resulting in five candidates submitting packages for consideration. The current membership composition of the board of trustees is in compliance with the provisions of Texas Education Code 11.352.
3. I recognize the power of the Board of Trustees to govern and manage the operations of the FSHISD and recognize that my role as the commanding officer of the 502d Air Base Wing, in the process for appointing the Board of Trustees, is limited to the duty defined by statute.
4. Thank you for your support of our school district. If you have any questions, please contact Ms. Andrea Black at (210) 823-6500 or andrea.black@us.af.mil.

OAKLAND.RAND
Y.P.1137600540

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Date: 2026.02.02 17:22:34 -06'00'

RANDY P. OAKLAND
Brigadier General, USAF
Commander

2 Attachments:

1. Ms. Andrea D. Nicholas Resume and Eligibility Statement
2. Mr. Willie E. White Resume and Eligibility Statement

ANDREA D. NICHOLAS
Email: andreadnicholas69@gmail.com
Telephone: 210-367-1065

PROFESSIONAL SUMMARY

Passionate Robert G. Cole High School alumna committed to making the educational experience a positive one for all students, faculty and staff. Prepared to support decisions/initiatives that will enhance the district's climate so that all students, faculty and staff may obtain the knowledge, skills and abilities necessary to thrive in all aspects (cognitive, physical, social, and emotional) of their lives at school and in the community. Eager to share 36 years of experiences obtained while working for JBSA-Child and Youth Programs and give back to the district that provided the foundation I needed as a student to be successful. Desire to secure a position as a member of the Fort Sam Houston Independent School District Board of Trustees.

SKILLS

Positive Atmosphere Promoter	Critical Thinking	Strategic Planning & Thinking
Leadership/Communication	Fast Learner	Multitasking
Active Listening	Proficient in Microsoft Office	Child/Youth Mentor/Coaching
Operation Analysis/ Monitoring	Adaptive	Teamplayer

EXPERIENCE

Jan 2019 to Present Community Child Care Coordinator, JBSA-Fort Sam Houston, Texas
Assists families with securing child care options that fulfill their needs. Recruit eligible applicants to become Family Child Care (FCC) providers. Serves as an educational advisor and resource person to each FCC provider. Serves as the FCC point of contact for the Inclusion Action Team. Presents various briefings reference Child and Youth Programs to Units, Squadrons, Key Spouses/Leaders, and/or civilian organizations. Assists families with navigating MilitaryChildCare.com. Assists families with scheduling care utilization for Respite Care and various Expanded Child Care initiatives. Monitors FCC program for compliance with AF instructions, guidelines and policies. Prepares various reports and correspondence as directed via written and/or oral instruction. Maximizes patron engagements by providing operational excellence.

May 2015 to Jan 2019 Training and Curriculum Specialist, JBSA-Fort Sam Houston, Texas
Provided and/or coordinated training for Child and Youth Program staff to ensure information and guidance in child and youth development were obtained and maintained. Ensured staff members received training in risk management (internal controls, accident/incident reporting, and child abuse identification, prevention and reporting procedures, etc.) Conducted observations of personnel during daily activities and special events to assess their competency level(s), evaluate performance and provide feedback. Completed debriefs reference staff performance. Ensured training, observations, testing, and debriefs were documented appropriately and in a timely manner. Communicated effectively with management reference training and performance matters. Worked with management and parents to determine if reasonable accommodations could be met for patrons identified as having a special need. Ensured staff were trained and environments supported patron utilization. Planned, developed, and executed trainings to include but not limited to New Employee Orientation/Training, Virtual Lab School Training Modules, and installation requirements. Served as an informational resource for personnel, children/youth and parents reference programming requirements, age/ developmentally appropriate activities, available community resources and upcoming events. Recommended purchases of developmentally appropriate material, supplies, and equipment. Ensured environments were arranged appropriately and equipment and

ANDREA D. NICHOLAS
Email: andreadnicholas69@gmail.com
Telephone: 210-367-1065

supplies were in good working condition and utilized appropriately. Ensured program met Department of Defense Certification standards and complied with all legal and regulatory requirements. Served as Subject Matter Expert for Armed Forces Action Process as it pertains to Child and Youth Programs.

Oct 2011 to Nov 2015 Army Child Care in Your Neighborhood (ACCYN) Community Based Program Manager JBSA-Fort Sam Houston, Texas

Provided regular technical assistance and evaluations to ensure participating child development center directors, staff and family child care providers were providing care that met the needs of its patrons and was in compliance with established National State and ACCYN program requirements. Assessed programs and developed baselines for plans and improvements through administering environment rating scales. Identified and provided training to child development program staff and Family Child Care providers to ensure safe, age and developmentally appropriate child care was provided. Monitored child development and Family Child Care homes by conducting announced and unannounced site visits to ensure staff adhered to risk management procedures to meet all applicable military and State licensing regulations. Assisted programs with developing an annual budget IAW all applicable regulations and standards to meet the needs of the program and its patrons. Distributed funding and reconciled financial data as it pertained to executing program budgets. Provided technical assistance/guidance to programs and families enrolling in the Fee Assistance program. Served as a coach/mentor in assisting programs to establish an accreditation team and provided technical support/updates towards obtaining or maintaining credentials and/or national accreditation. Served as subject matter expert and coordinated with military organizations and outside agencies to provide program materials, consultations, and trainings. Remained abreast of child and youth development philosophy, principles, methods, and techniques as endorsed by the military and nationally recognized child/youth organizations. Served as a Records Custodian for Child and Youth Programs. Recruited, supported and maintained relationships with community based child care programs to provide families with child care that was commensurate in quality and cost to care offered on the installation. Represented the military as a viable partner with resources to increase the quality of care in off installation catchment areas which benefited all children served.

Mar 2008 to Oct 2011 Outreach Services (OS) Director, Child, Youth & School Services (CYS), JBSA-Fort Sam Houston, Texas

Provided oversight and accountability for staff performance and safety/well-being of patrons IAW policies and procedures. Supervised and evaluated staff according to established performance standards. Provided professional recognition and/or disciplinary action. Ensured staff followed risk management procedures and standard operating procedures to support program goals. Implemented and monitored policies reference fees, patron eligibility, baseline programming, space allocations, etc. Prepared operating procedures to anticipate installation trends and documented it in Installation Child and Youth Operations Plan. Applied professional knowledge to plan and implement OS components via Parent Liaison Services, Community Liaison Services, and CYS Liaison Services, Outreach Care and Supervision Options, and Mobile programs. Provided staff training and development. Processed personnel actions in a timely manner. Conducted analysis of annual program budget variances and prepared written justification for funding of program resource requirements.

EDUCATION

Wayland Baptist University- San Antonio, Texas, MEd, 2021

Wayland Baptist University- San Antonio, Texas, BSOE, Management, 2007

St Philip's College- San Antonio, Texas, AA, Liberal Arts (Education), 2004

St Philip's College- San Antonio, Texas, AAS, Computer Information Sys-Acct Specialist, 1990

ANDREA D. NICHOLAS
Email: andreadnicholas69@gmail.com
Telephone: 210-367-1065

TRAINING

Over 50 hours of Texas Association of School Administrators/Texas Association of School Boards training, Lean Six Sigma Black Belt (Organizational Efficiency), Resiliency Training Facilitator, Basic Management Course - MWR Academy, Operation Excellence Customer Service Trainer, Galileo Leadership Training, Managing Multiple Projects, Alpine Tower Teambuilding, Parents as Teachers-Heroes at Home, Ethics, Action Skills for Supervisors and Effective Teams (ASSETS), Teamwork and Motivation, Effective Writing, Working with Not Against Parents, and various Military Child Education Coalition Trainings, numerous trainings via Texas Association of School Boards (TASB), Texas Association of School Administrators (TASA), and the National Association of Federally Impacted Schools (NAFIS)

AFFILIATIONS

2021-present Delta Sigma Theta Sorority, Inc.- Member
2019-2025 Iota Phi Lambda Sorority, Inc. – Member (President 2022-2025)
2017-present Help Raise 1 Help Save 1- Mentor
2012-present SayTown Snappers - Vice President
1990-present JBSA-Fort Sam Houston Youth Sports/National Youth Sports Coach Association Coach

REFERENCES

Roxanne Lacy 210-860-4811 Rex Murphy 210-324-1447



Joint Base San Antonio Statement of Eligibility

Applicant Full Name: *Andrea Delonda Nicholas*

Residential Address: *7327 Roveen Trail
San Antonio, TX 78244*

Physical Address of Employer: *2530 Funston Rd B2530 (Temporarily Closed)
F54 TX 78234*

Board of Trustees Location Applying For: *Fort Sam Houston*

I hereby make a formal application for the above indicated Board of Trustees. In doing so, I confirm that:

- I am qualified under the general school laws of Texas and live or am employed on JBSA.
- I attest the contents of my resume.
- I am a qualified voter.
- I willingly accept the appointment to the Board of Trustees and will serve in this capacity with full adherence to the state established standards on the duties and responsibilities of school board members.

Andrea Nicholas

Signature of Applicant

15 Sep 25

Date

Andrea Nicholas

Printed Name of Applicant

**Digital Signatures are authorized. If using a wet signature, please sign, date and print legibly.
Form must be completed prior to setting up your interview with the selection board.**

WILLIE E. WHITE

10207 Ivy Jade / Schertz, TX. 78154

C: 210-834-5043 / W 210-466-0106

willie.e.white1.civ@army.milwillie8241@gmail.com**Active: Secret clearance****PROFESSIONAL SUMMARY**

Dynamic, results-driven, and versatile Management Analyst with over 36 years of combined active-duty senior leadership and civilian analytical expertise. Proven record of excellence in leading complex organizations, driving operational efficiency, and delivering strategic solutions across military and civilian sectors. Served eight (8) years as the President, Board of Trustees, FT. Sam Houston ISD. Required to travel to Washington, D.C. to conduct biannual meetings on Capitol Hill, leveraging strong persuasive communication skills to advocate for federal funding in support of the military school district budget. Engages directly with Texas Senators and regional Congressional representatives in face-to-face sessions twice annually, presenting compelling cases for continued federal appropriations and ensuring sustained government support for critical educational initiatives. Expert in applying advanced analytical and evaluative methodologies to enhance program effectiveness, streamline processes, and resolve multifaceted challenges. Adept at interpreting data, advising senior leadership, developing and managing programs, and delivering clear, actionable briefings that shape informed decision-and outcomes

PROFESSIONAL EXPERIENCE

Installation Management Command, G5 Plans & Integration Branch Management Analyst: Supervisor: Charlotte Hogan; Diane.m.talbot.civ@army.mil 40 hrs. wk.; April 2019 – Present Series: 0343

Led and synchronized three Commanding General and Senior Executive Services (SES) participants for the Command Team Executive Brief (CTEB) aligning IMCOM priorities to AMC priorities in support of readiness, People and Soldiers Families. Management Analyst accountable for conducting surveys, researching, developing, and evaluating studies and work processes within the command. I have presented command decision briefings to the Commanding General and HQ Staff. Extensive history managing, analyzing interpreting and working multiple Management Decision Execution Package (MDEPs) in G5 Plans and Integration as the Alternate MDEP manager as well as managing numerous other MDEPs in IMCOM G7 College of Installation Management and G9 Community Recreation Directorate. HQ IMCOM lead analyst for the Bi-weekly Command Operational Planning Team (OPT) charged with planning, scheduling, and information gathering for presentations of high priority efforts to the IMCOM senior leadership. Provided updates on progress being made, or issues hindering progress, for CG decisions. Hand receipt holder for the G5 division employees' computer systems, copy machines and printers valued over \$500k. Worked in the development of Army Quality of Life (QOL) program, strategic planning, and execution process. Proficient at gathering information, identifying, and analyzing issues, and developing recommendations to problems of effectiveness and efficiency of work operations. Required to coordinate program implementation with the IDs, HQ IMCOM, AMC, and HQDA.

- HQ IMCOM Lead Analyst for the Department of the Army G-1 directive revising and re-staffing AR 600-20 *Army Command Policy*; authored and submitted 72 IMCOM staff recommendations, expertly leveraging the IMCOM Comment Resolution Matrix (CRM) and consolidated comments to drive policy refinement.

- Recognized Subject Matter Expert in Management Decision Package (MDEP) QNMG – Installation Management; conducts in-depth analysis of garrison funding requests and programs exceeding \$117M, ensuring fiscal accountability and mission alignment.
- Strategically evaluates and prioritizes organizational requirements based on direct value to Headquarters Department of the Army, enabling resource optimization and mission-critical decision-making.
- Designed and implemented Plans and Strategy OPT templates for all IMCOM Directorates and Special Staff, streamlining submission of high-priority projects to the Commanding General; proactively identified and resolved issues, reconciling staff actions over a 20-month period to ensure seamless execution.
- Active Component Service Lead for HQ IMCOM (Service 100) and Management Analysis (Service 121); oversees Plans, Analysis, and Integration for 103 garrisons, measuring and evaluating installation performance against baseline standards to assess readiness and operational effectiveness.
- Co-led strategic realignment of JB SA Army Support Activity (ASA) under HQ IMCOM in partnership with the Stationing Branch Chief; developed and submitted four comprehensive Courses of Action to the Commanding General.
- Over 6 months of direct work on analyzing, interpreting, developing, and assisting in managing the programs in order to brief the leadership on all issues and outcomes.
- Lead analyst Plans and Integration; for IMCOM Executive Director to the Commanding EEO Operational Planning Team provided four COA's to the command for installment.
- TMT License holder, G5 Plans and Integration assign, track and manage the branch internal/external IMCOM taskers and suspense.
- Essential member for the inception of HQ IMCOM Quality of Life Team (QOL); aligned the new (QOL) Big 3 program; refine HQ IMCOM command roll-up for utilization of HQ reports.

HQ, IMCOM Academy Budget Management Analyst, Supervisor: Michael Johnson,
michael.s.johnson16.civ@army.mil : 40 hrs. wk.; Nov 2014 – April 2019: Series: 0343

As a seasoned Management Analyst specializing in Budget and Global Professional Development & Training, I oversee HQ IMCOM's \$11M training Spend Plan and Academy budget, ensuring fiscal accountability and mission alignment. I bring comprehensive expertise in the Army's PPBE (Planning, Programming, Budgeting, and Execution) process, having successfully formulated and submitted complete packages to MDEP managers and developed extensive Program Objective Memorandum (POM) requirements for fiscal year submissions. Skilled in managing multiple MDEPs, I optimize program execution and resource distribution while leveraging proficiency in the NAF's Financial Management Operations System and General Ledger Account Codes (GLAC) to distinguish enduring and non-enduring requirements. I also administer payment disbursement requests to garrisons, reimbursing student travel expenses for NAF training courses, directly advancing workforce development and operational readiness.

- Program Manager, IMCOM Academy – “All Things Money”; directed the \$11M MDEP (QMIS) budget, delivering 50 civilian financial management courses across 75 Army installations, directly supporting the fiscal readiness and professional development of over 750,000 civilians worldwide.
- G9 NAF Travel Coordinator MDEP Manager for Funding IDs employee Travel Disbursement; processed six courses for over 125 students TDY travel in a seven-month period,
- Request 100% payment disbursement to each garrison to reimburse all travel expenses incurred utilizing the NAF General Ledger Account Codes (GLAC).
- Program Manager for MDEPs (QMNG) IMCOM Garrisons; Military Training Specific Allotment (MTSA) allocated funding for over 70 active-duty service members with a \$1.6M Budget.
- Travel Coordinator and NAF/MWR funding allocation and reimbursement manager for 12-15 career courses per year totaling from \$400K-500K spending cost for 150 students.

- Prepared and briefed each G8 Quarterly Training Budget (QTB) to the Deputy Commanding General and assisted in setting the yearly Programming and Budgeting for the Academy, IMCOM Military Training Specific Allotment (MTSA), and the Academy Operational Expense.
- Programed over two MDEPs in 3 Program Element Groups (PEG).
- Spearheaded the first collaborative Memorandum of Agreement with Webster University awarding Garrison Commander/Command Sergeants Major college credit hours for the course; implemented comprehensive studies to analyze and evaluate the program measurement effectiveness.

HQ, IMCOM G9 Business Training Coordinator - Supervisor: Daryl Harris, daryl.w.harris.naf@army.mil: 40 hrs. wk.; May 2010 - Nov/2014: Series: 0343

Responsibilities encompassed oversight of NAF senior leaders' attendance at professional development training to advance career progression, coupled with management of a **\$3.5M operating budget** as Contract Officer Representative for Booz Allen Hamilton and Inclusive Recreation for Wounded Warrior/Penn State contracts. Demonstrated extensive expertise in manpower analysis—how it is counted, categorized, and measured—to ensure strict internal compliance. Recognized as an expert in the NAF funding system and General Ledger Account Codes (GLAC), applying advanced financial acumen to optimize resource allocation. Proficient in administrative policies, management practices, and organizational theories, requiring considerable adaptation and interpretation to resolve complex issues aligned with program goals and objectives. Well-versed in Army regulations AR 25-1 and AR 25-2, applying foundational policies to strengthen organizational governance and operational effectiveness.

- Contract Officer Representative COR for Penn State University and Booz Allen Hamilton with an operating budget of \$3.5 million; Received all purchase orders and invoiced all services and courses.
- Accounted for and invoiced over 55 Purchase Orders totaling \$40 million and accounted for and invoiced 8,000 pieces of equipment for over 25 overseas shipments to Iraq and Afghanistan valued at and 100% with No loss.
- G9 primary management analyst responsible for MWR professionals to attend six Wounded Warrior Courses for 120 Joint Services personnel who attended Penn State University certifications.
- Negotiated with Region Directors manages and oversee the daily operation of the command's primary conferences to include Conus Europe, Pacific, to support the Army.
- Performed contract surveillance and reconcile monthly payments for contractor scope of services.
- Coordinated 11 MWR Region Leader's attendance to career developmental training.

HQ Moral Welfare Recreation Command; Human Resource Analyst, Management Intern Program-Supervisor: Daryl Harris, daryl.w.harris.naf@army.mil 40 hrs. wk.; Aug 2009 – Jun 2011 Series: 0343

Lead analyst accountable for recruitment and managing the placement of 30 newly hired Management Interns and Developmental Chfs yearly; oversaw \$1.5M budget for all MWR Garrisons. Extensive knowledge with implementing Trainee budget guidance and knowledge overseeing the organization's resource management activities. Personally mentor each Intern on a weekly basis, track workforce development, training, and management development for a rotation of 60 Interns over a two-year period.

- Developed the MWR Command audit trails for databases using Program & Budget Guidance for monetary and manpower accountability for a two-year period.
- Mentored two cycles of 30 Management Interns through daily communication on problem solving, personnel management, workforce development, mandatory training, and management development.
- Lead MWR Analyst, for conducting highly complex training support studies, analysis, and current tasking's/operations integration requirements accounting for over 60 Interns receiving 100% mandatory OPM management courses, and training events.
- Implemented systematic processes and checks reduced administrative time/process for creating 65 Permanent Duty Orders for relocation of newly hired employees with over 95% success rate.

CIVILIAN EDUCATION

UNIVERSITY OF PHOENIX, San Antonio TX.	Master of Business Administration	Graduate – 2014
UNIVERSITY OF PHOENIX, San Antonio TX.	Bachelor of Science in Management	Graduate – 2012

COMMUNITY LEADERSHIP ROLE'S

PRESIDENT, Fort Sam Houston Independent School Board of Trustees, 2018 – 2025. Preside over and lead monthly School District Board Meetings, serving as Senior Trustee with responsibility for approving the district's \$130M annual budget. Provide strategic guidance and direction to recruiting agencies during the search and interview process for the Superintendent of Schools, ensuring a rigorous and transparent selection. Coordinate and prepare meeting agendas in collaboration with the Superintendent, and countersign with the Business Administrator on all warrants, claims, and legal documents to safeguard fiscal and legal accountability. Appoint special committees to address critical district priorities, applying Champion equal opportunity for the expression of diverse and opposing viewpoints, fostering a culture of inclusion, transparency, and balanced decision-making across the district

REGIONAL VICE PRESIDENT: Texas Caucus of Black School Board Members, 2019 – Present Elected Regional Vice President by the Texas Board of Governors, representing 20 school districts in Bexar County. Serve as chief elected officer, providing leadership and oversight while facilitating regional workshops to advance governance and educational initiatives.

GRADUATE, ALAMO FEDERAL EXECUTIVE BOARD LEADERSHIP - San Antonio TX. – 2020

CERTIFICATIONS & SYSTEMS KNOWLEDGE

Army Instructor Training Course, U.S. Bank Corporate Payment System Certified, Computer Based Training Program (SHARE-POINT), Contracting Officer (COR), Microsoft Office, FMS Web, DTS.



Joint Base San Antonio Statement of Eligibility

Applicant Full Name: Willie E White

Residential Address: 10207 Ivy Jade

Schertz

TX

78154

Physical Address of Employer: 2405 GUN SHED RD BLDG

FT SAM HOUSTON

FT SAM H 78234

Board of Trustees Location Applying For: JB SA FT SAM HOUSTON

I hereby make a formal application for the above indicated Board of Trustees. In doing so, I confirm that:

- I am qualified under the general school laws of Texas and live or am employed on JB SA.
- I attest the contents of my resume.
- I am a qualified voter.
- I willingly accept the appointment to the Board of Trustees and will serve in this capacity with full adherence to the state established standards on the duties and responsibilities of school board members.

WHITE.WILLIE.EDWA
RD.JR.1049527019

Digitally signed by
WHITE WILLIE EDWARD JR.1049527019
Date: 2025.09.18 08:51:42 -05'00'

Signature of Applicant

Willie E White

Printed Name of Applicant

18 Sep 25

Date

Digital Signatures are authorized. If using a wet signature, please sign, date and print legibly. Form must be completed prior to setting up your interview with the selection board.

Discussion of Ongoing State Board for Educator Certification Activities

April 2026

COMMITTEE ON SCHOOL INITIATIVES: DISCUSSION STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: This item provides the committee an opportunity to receive information on current and upcoming State Board for Educator Certification (SBEC) activities and proposed SBEC rules and amendments. Statutory authority is the Texas Education Code (TEC), §21.031 and §21.041 which authorize the SBEC to adopt rules to regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators. TEC, §21.042, requires the SBEC to submit a written copy of each rule it proposes to adopt to the State Board of Education (SBOE) for review.

STATUTORY AUTHORITY: TEC, §§[21.031](#), [21.035](#), [21.041](#), and [21.042](#).

TEC, §21.031, charges the SBEC with regulating and overseeing all aspects of the certification, continuing education, and standards of conduct of public school educators and ensuring that all candidates for certification demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of the state.

TEC, §21.035, requires Texas Education Agency (TEA) staff to provide the SBEC's administrative functions and services.

TEC, §21.041(a), authorizes the SBEC to adopt rules necessary to implement its own procedures.

TEC, §21.041(b)(1)–(4), requires the SBEC to propose rules that provide for the regulation of educators and the general administration of the TEC, Chapter 21, Subchapter B, in a manner consistent with the TEC, Chapter 21, Subchapter B; and requires the SBEC to propose rules that specify the classes of educator certificates to be issued, including emergency certificates; the period for which each class of educator certificate is valid; and the requirements for the issuance and renewal of an educator certificate.

TEC, §21.041(c) and (d), authorizes the SBEC to adopt fees for the issuance and maintenance of an educator certificate and for the approval or renewal of an educator preparation program.

TEC, §21.042, requires the SBEC to submit a written copy of each rule it proposes to adopt to the State Board of Education (SBOE) for review.

The full text of statutory citations can be found in the links above.

BACKGROUND INFORMATION AND JUSTIFICATION: On May 30, 1995, the 74th Texas Legislature enacted Senate Bill 1, a revision of the TEC. The TEC, §21.031 and §21.041, establish and authorize the SBEC to adopt rules to regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators. In addition, the 79th Texas Legislature enacted House Bill 1116, continuing the SBEC following sunset review. This legislation amended TEC, §21.035, to require TEA to provide all administrative services and functions required by the SBEC. Most of these functions have been assigned to TEA's Department of Educator Preparation, Certification, and Enforcement.

Under TEC, §21.042, the SBEC must submit a written copy of each rule it proposes to adopt to the SBOE for review. The SBOE may reject the proposal by a vote of at least two-thirds of the members of the SBOE present and voting. If the SBOE fails to reject the rules contained in the proposal before the 90th day after the date on which it receives the rules, the rules take effect as rules of the SBEC as provided by Texas Government Code, Chapter 2001. The SBOE may not modify a rule proposed by the SBEC. Since 1996, the SBEC has submitted a number of rules it proposed to the SBOE for review.

Staff Member Responsible:

Jessica McLoughlin, Associate Commissioner, Educator Preparation, Certification, and Enforcement

Open-Enrollment Charter School Generation 31 Application Updates

April 9, 2026

COMMITTEE ON SCHOOL INITIATIVES: DISCUSSION STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: This item provides an opportunity for the committee to receive updates regarding the Generation 31 Open-Enrollment Charter Application cycle.

STATUTORY AUTHORITY: Texas Education Code (TEC), [§12.101](#).

TEC, §12.101 requires the commissioner to notify the State Board of Education (SBOE) of each charter the commissioner proposes to grant. Unless, before the 90th day after the date on which the board receives the notice from the commissioner, a majority of the members of the board present and voting, vote against the grant of that charter, the commissioner's proposal to grant the charter takes effect.

The full text of statutory citations can be found in the link above.

FUTURE ACTION EXPECTED: Following the conclusion of the application cycle, the board will have an opportunity to review and take action or no action on the commissioner's list of proposed Generation 31 Subchapter D Open-Enrollment Charter Schools.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBOE is engaged in an ongoing effort to remain abreast of the evolving state-educational landscape and prepare to address areas that are within its jurisdiction. To that end, this item is for discussion of updates pertaining to the Generation 31 application.

Public information concerning open-enrollment charter schools is available at the division of Charter Schools – Subchapter D Charters page found on the Texas Education Agency's website (<https://tea.texas.gov/texas-schools/texas-schools-charter-schools/charter-school-applicants>). The Generation 31 applications and required attachments are also linked on that page upon publication.

Staff Members Responsible:

Kelvey Oeser, Deputy Commissioner, Educator and System Support

Marian Schutte, Associate Commissioner, Authorizing and Policy

Discussion of Review of 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, and Subchapter B, Special Purpose School Districts

April 9, 2026

**COMMITTEE ON SCHOOL INITIATIVES: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION**

SUMMARY: Texas Government Code, §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board of Education (SBOE) rules. This item presents the proposed review of 19 Texas Administrative Code (TAC) Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, and Subchapter B, Special Purpose School Districts. The rules being reviewed relate to continuing education for school board members, nomination of trustees for military reservation school districts and Boys Ranch Independent School District, school safety training for school board members, applicability of state law for special-purpose school districts, and applicability of state law to Boys Ranch Independent School District.

STATUTORY AUTHORITY: The statutory authority for the rule review is Texas Government Code, §2001.039. The statutory authority for 19 TAC Chapter 61, Subchapter A, is Texas Education Code (TEC), §11.159, and TEC, §11.352; for Subchapter B is TEC, §11.351 and §11.352.

Texas Government Code, §2001.039, requires all state agencies to review their rules at least once every four years.

TEC, §11.159, requires the SBOE to provide a training course for independent school district trustees.

TEC, §11.351, authorizes the SBOE to establish special-purpose school districts for the education of students in special situations whose educational needs are not adequately met by regular school districts.

TEC, §11.352, authorizes the SBOE to adopt rules for the governance of special-purpose school districts, including the appointment of school board trustees. Absent a rule adopted under §11.352, the laws applicable to independent school districts apply to special-purpose districts.

The full text of statutory citations can be found in the links above.

FUTURE ACTION EXPECTED: The review of Chapter 61, Subchapters A and B, will be presented to the SBOE for adoption at the June 2026 meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBOE rules in Chapter 61 are organized as follows: Subchapter A, Board of Trustees Relationship, and Subchapter B, Special Purpose School Districts. Following is a summary of each subchapter.

Subchapter A. Board of Trustees Relationship

Section 61.1 describes the continuing education requirements for school district boards of trustees. Section 61.2 describes the requirements for nominations to the boards of trustees of special-purpose districts.

Section 61.3 describes the continuing education requirements for school district boards of trustees regarding school safety training.

Subchapter B. Special Purpose School Districts

Section 61.101 establishes the applicability of state laws to the special-purpose school districts operated by the University of Texas at Austin and Texas Tech University. Section 61.111 establishes the applicability of state laws to Boys Ranch Independent School District.

This item presents the rule review of Chapter 61, which is designed to ensure that the SBOE continues to have statutory authority for these rules and that the reason for adopting these rules continues to exist. The text of Chapter 61 is not included as an attachment to this item; however, the rules are viewable on the TEA website at <https://tea.texas.gov/about-tea/laws-and-rules/texas-administrative-code/19-tac-chapter-61>.

ANTICIPATED REVISIONS TO RULES: No changes to rules in Chapter 61, Subchapters A and B, are anticipated.

PUBLIC COMMENTS: TEA will file the notice of proposed review of Chapter 61, Subchapters A and B, with the Texas Register following the April 2026 SBOE meeting. TEA will accept comments as to whether the reasons for adopting Chapter 61, Subchapters A and B, continue to exist. The public comment period on the proposed rule review begins May 15, 2026, and ends at 5:00 p.m. on June 15, 2026. The SBOE will take registered oral and written comments at the appropriate committee meeting in June 2026 in accordance with the SBOE operating policies and procedures.

The filing of the notice of proposed review soliciting comments as to whether the reasons for adoption continue to exist would not preclude any amendments that may be proposed at different dates through a separate rulemaking process.

Staff Members Responsible:

Steve Lecholop, Deputy Commissioner, Office of Governance

Christopher Lucas, Director, Research and Policy, Office of Governance

Update by the Texas Education Agency Office of School Safety and Security

April 9, 2026

COMMITTEE ON SCHOOL INITIATIVES: DISCUSSION STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: This item provides an opportunity for the committee to receive updates related to the safety and security of public schools.

STATUTORY AUTHORITY: Texas Education Code (TEC), [§37.1083](#) and [§37.1084](#).

TEC, §37.1083 requires the Texas Education Agency (TEA) to monitor implementation and operation of requirements related to school district safety and security.

TEC, §37.1084 requires the office of school safety and security to establish a school safety review team in each region served by a regional education service center.

The full text of statutory citations can be found in the links above.

BACKGROUND INFORMATION AND JUSTIFICATION: The State Board of Education requested a briefing regarding the Office of School Safety. This item provides an opportunity for the committee to hear updates on school safety.

Staff Members Responsible:

John Scott, Chief of School Safety and Security

James Finley, Deputy Chief of School Safety and Security

Attachment:

[Report on School Safety and Security in Texas \(2024-2025\)](#)

INFORMATION MATERIALS

Information Materials

1. **State Board of Education Operating Rules (amended January 28, 2025)**
[Operating Rules | State Board of Education](#)

2. **2025-2029 Rule Review Plan for State Board of Education Rules**
[2025-2029 Rule Review Plan for State Board of Education Rules | State Board of Education](#)

MINUTES

STATE BOARD OF EDUCATION

JANUARY 2026
FEBRUARY 2026

Minutes

State Board of Education

January 30, 2026

Minutes
State Board of Education
Friday, January 30, 2026

The State Board of Education met at 8:45 a.m. on Friday, January 30, 2026, in room #2.034 of the Barbara Jordan Building, 1601 N. Congress Avenue, Austin, Texas.

Dr. Ellis introduced a student performance by the Lufkin High School Panther Band, Panther Choir, and Panther Pride Drill.

The Invocation, Pledge of Allegiance to the Flag of the United States of America, and Salute to the Texas Flag were led by Ms. Childs.

Staff called the roll.

Present: Aaron Kinsey, chair; Gustavo Reveles; LJ Francis; Marisa B. Perez-Diaz; Staci Childs; Rebecca Bell-Metereau; Will Hickman; Julie Pickren; Audrey Young; Keven Ellis; Tom Maynard; Pam Little; Brandon Hall; Tiffany Clark; Evelyn Brooks

Items were discussed in the following order: 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 9, 13, 14, 15, 16, 17, 18, 19, 20

Approval of Minutes

State Board of Education, November 21, 2025

MOTION AND VOTE: *The State Board of Education approved the minutes of the November 21, 2025, meetings of the State Board of Education.*

1. Resolutions and Presentation

The following resolutions were considered and adopted:

- Resolution honoring the winners of the Lonestar Ribbon Schools.
(ATTACHMENT 1, page 10)
- Resolution honoring Career and Technical Education Month, read by Lyli Quintanilla-State Vice President of FFA Area 12.
(ATTACHMENT 2, page 11)

The following resolution was presented by Member Francis, although no vote was taken:

- Resolution honoring 2026 Rio Grande Valley Linking Economic & Academic Development (RGV LEAD) Youth Leadership Summit.
(ATTACHMENT 3, page 12)

Public Testimony

No members of the public provided testimony.

2. Approval of Consent Agenda

Without objection, the State Board of Education approved the following items on the consent agenda.

C1. Proposed Repeal of 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.4, English Language Proficiency Standards (First Reading and Filing Authorization)

Agenda Page II-11

ADOPTED RECOMMENDATION: To suspend the board operating procedures in accordance with §5.2(a) to allow consideration at first reading and filing authorization; and approve for first reading and filing authorization proposed repeal of 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.4, English Language Proficiency Standards.

C2. Recommendation for One Appointment and One Reappointment to the Boys Ranch Independent School District Board of Trustees

Agenda Page IV-1

ADOPTED RECOMMENDATION: Based on Mr. Richard Nedelkoff's recommendation, approve the reappointment of Mr. Joshua Sprock and approve the appointment of Mrs. Kimberly Reeves to serve two-year terms of office from January 30, 2026, to January 29, 2028, on the Boys Ranch ISD Board of Trustees.

COMMITTEE OF THE FULL BOARD

3. Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum.

(First Reading and Filing Authorization)

(Board agenda page I-1)

RECOMMENDATION: That the State Board of Education:

Approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum, *as amended*.

The recommendation was adopted 9-0.

4. Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School, and Subchapter N, Law and Public Service

(Second Reading and Final Adoption)

(Board agenda page I-5)

RECOMMENDATION: That the State Board of Education:

Approve for second reading and final adoption proposed new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School, §127.16, and Subchapter N, Law and Public Service, §§127.752, 127.753, 127.756, and 127.757; *as amended*, and

Make an affirmative finding that immediate adoption of proposed new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education,

Subchapter B, High School, §127.16, and Subchapter N, Law and Public Service, §§127.752, 127.753, 127.756, and 127.757, is necessary and shall have an effective date of 20 days after filing with the Texas Register.

The recommendation was adopted 13-1.

(ATTACHMENT 4, page 13)

5. **Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements, and §74.12, Foundation High School Program (First Reading and Filing Authorization)**
(Board agenda page I-33)

RECOMMENDATION: That the State Board of Education:
Approve for first reading and filing authorization the proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements, and §74.12, Foundation High School Program, *as amended*.

The recommendation was adopted 12-1.

6. **IMRA Cycle 2025 After-Action Report and Approval of Proposed Amendments to the IMRA Process**
(Board agenda page I-39)

RECOMMENDATION: That the State Board of Education:

Adopt the Proposed Amendments to the IMRA Process, as presented by staff.

MOTION: Member Little moved to adopt the staff changes as presented. The amendment was adopted.

The recommendation was adopted as amended 11-0.

MOTION: Member Ellis moved to make the changes in the IMRA Process effective with the IMRA 2026 cycle.

The motion was adopted 13-0.

(ATTACHMENT 5, page 36)

7. **Proposed Amendment to 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment**
(Second Reading and Final Adoption)
(Board agenda page I-56)

RECOMMENDATION: That the State Board of Education:
Approve for second reading and final adoption the proposed amendment to 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment; and

Make an affirmative finding that immediate adoption of the proposed amendment to 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment, is necessary and shall have an effective date of 20 days after filing with the Texas Register.

The recommendation was adopted as amended 11-1.

(ATTACHMENT 6, page 53)

8. Consideration of IMRA Cycle 2025 Proposed Rejected List and Existing List of Rejected Instructional Materials
(Board agenda page I-62)

RECOMMENDATION: That the State Board of Education:

Add instructional materials from publishers who failed to submit revisions by the proclamation deadline to the official List of Rejected Instructional Materials as required by TEC 31.022(a), and identified with the language “No cure period revisions submitted” on the submitted list.

The recommendation was adopted 10-4.

9. Instructional Materials Review and Approval Cycle 2026 Update
(Board agenda page I-64)

Chairman Kinsey read the following statement:

Upon reviewing this list during the Tuesday presentation, I discovered that I have a non-financial personal interest that is in this measure. For that reason, I am making this disclosure and will not vote or otherwise participate in the decision. Please enter this disclosure in the minutes of this meeting.

Chairman Kinsey passed the gavel to Member Hickman, and departed the meeting.

Member Hickman assumed the Chair.

RECOMMENDATION: That the State Board of Education:

Approve to include the IMRA Cycle 2026 Proposed List of Instructional Materials for Review as a required instructional material to be reviewed per Texas Education Code, §31.023.(a)(1)(B), *as amended*.

The recommendation was adopted 9-1.

10. **Proposed New 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter A, Elementary, §110.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §110.30, Literary Works Lists, Grades 6-8, Adopted 2026; and Subchapter C, High School, §110.70, Literary Works Lists, High School, Adopted 2026; and Proposed New 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter A, Elementary, §128.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §128.30, Literary Works Lists, Grade 6 and English Learners Language Arts (ELLA), Grades 7 and 8, Adopted 2026; and Subchapter C, High School, §128.70, Literary Works Lists, High School, Adopted 2026 (First Reading and Filing Authorization)**
(Board agenda page I-69)

RECOMMENDATION: That the State Board of Education:

Postpone the item, with its pending amendment, to the April meeting.

MOTION: Member Hickman moved to amend the motion by striking out “next” and inserting “April.”

The amendment was adopted.

The recommendation was adopted *as amended* 10-1.

11. **Consideration of K – 12 Social Studies Texas Essential Knowledge and Skills Key Topics and Subtopics**
(Board agenda page I-202)

RECOMMENDATION: That the State Board of Education:

Approve the Social Studies K–12 TEKS Review and Revision Process Content Advisor Recommendations: Key Topics and Subtopics, *as amended*.

The recommendation was adopted 11-0.

12. **Approval of State Library Collection Development Standards in Compliance with Senate Bill 13**
(Board agenda page I-202)

RECOMMENDATION: That the State Board of Education:

Approve the State Library Collection Development Standards, as presented by Texas State Library and Archives Commission staff. Approve the State Library Collection Development Standards, as presented by Texas State Library and Archives Commission staff.

MOTION: Member Hickman moved to amend the motion by striking out “striking out the “State Library Collection Development Standards” and inserting the “State Library Collection Development Standards Rev 1.”

The amendment was adopted.

The recommendation was adopted 10-0.

(ATTACHMENT 7, page 56)

COMMITTEE ON INSTRUCTION

- 13. Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs**
(First Reading and Filing Authorization)
(Board agenda page II-4)

Staff note: Due to a clerical error, the incorrect motion was made for this item at the January meeting, and the item was brought back for the correct motion to be noted.

RECOMMENDATION: That the State Board of Education:
Approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs, *as amended*.

The recommendation was adopted.

- 14. Approval of Updates and Substitutions to Adopted or Approved Instructional Materials**
(Board agenda page II-15)

RECOMMENDATION: That the State Board of Education:

Approve requests to update content previously approved through the IMRA process from:

- Agile Mind, Inc. to update content in their *Texas Algebra I* and *Texas Algebra II* materials;
- Just Right Reader, Inc., in their *Decodables Plus de Tercer Grado* materials for grade 3 Spanish phonics materials;
- OpenStax, Rice University in their *Algebra I* materials;
- Really Great Reading Company in their K–2 phonics materials, *Countdown Texas Edition Blast Foundations Texas Edition*, and *HD Word Texas Edition*; and
- The Texas Education Agency in their materials for Bluebonnet Learning Secondary Mathematics for grades 6–8, Algebra I, Geometry, Algebra II and grade 6 Spanish mathematics, Bluebonnet Learning Mathematics for grades K–5 English and Spanish mathematics, and Bluebonnet Learning Reading Language Arts for grades K–5 English and Spanish language arts and reading;

with the requirement that all approved changes be reflected in the digital formats of the materials within 30 days of approval by the SBOE, and that identical updates to print formats be incorporated into the publisher's or manufacturer's next press run.

Member Hickman requested separate consideration of the materials from Bluebonnet Learning.

Member Brooks requested separate consideration of the materials from OpenStax.

The request to update content for The Texas Education Agency in their materials for Bluebonnet Learning Secondary Mathematics for grades 6–8, Algebra I, Geometry, Algebra II and grade 6 Spanish mathematics, Bluebonnet Learning Mathematics for grades

K–5 English and Spanish mathematics, and Bluebonnet Learning Reading Language Arts for grades K–5 English and Spanish language arts and reading was taken up first:

MOTION: Member Hickman moved to postpone further consideration of this item (*Bluebonnet*) to the next meeting.

The motion to postpone was adopted.

The request to update content for OpenStax, Rice University in their Algebra I materials was taken up:

MOTION: The motion to approve requests to update content from OpenStax previously approved through the IMRA process was adopted.

The remaining items in the Recommendation, Agile Mind, Just Right Reader, and Really Great Reading Company in their K–2 phonics materials, Countdown Texas Edition were taken up. The motion to approve requests to update content previously approved through the IMRA process was adopted.

15. **Proposed Amendment to Instructional Materials Contract Between the Texas State Board of Education and William Marsh Rice University (Db a OpenStax)**
(Board agenda page II-17)

RECOMMENDATION: That the State Board of Education:

Approve an amendment to Attachment A in the instructional materials contract with William Marsh Rice University, doing business as OpenStax, to add a printed format of the *Algebra I* program approved in IMRA Cycle 2024.

The recommendation was adopted.

16. **Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.14, Performance Acknowledgments (First Reading and Filing Authorization)**
(Board agenda page II-19)

RECOMMENDATION: That the State Board of Education:

Approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.14, Performance Acknowledgments, *as amended*.

The recommendation was adopted 9-4.

COMMITTEE ON SCHOOL FINANCE/ PERMANENT SCHOOL FUND

17. **Proposed Amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide**
(Board agenda page III-1)

RECOMMENDATION: That the State Board of Education:

Approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide.

The recommendation was adopted 10-0.

18. **Proposed Revisions to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter B, Texas Education Agency Audit Functions, §109.25, State Compensatory Education Program Reporting and Auditing System, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract**
(Board agenda page III-7)

RECOMMENDATION: That the State Board of Education:

Approve for first reading and filing authorization proposed revisions to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter B, Texas Education Agency Audit Functions, §109.25, State Compensatory Education Program Reporting and Auditing System, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract.

The recommendation was adopted 9-1.

COMMITTEE ON SCHOOL INITIATIVES

19. **Review of Adoption of Proposed Revisions to 19 TAC Chapter 231, Requirements for Public School Personnel Assignments, Subchapter A, Criteria for Assignment of Public School Personnel, Subchapter B, Prekindergarten-Grade 6 Assignments, Subchapter C, Grades 6-8 Assignments, Subchapter D, Electives, Disciplinary Courses, Local Credit Courses, and Innovative Courses, Grades 6-12, Subchapter E, Grades 9-12 Assignments, and Subchapter G, Paraprofessional Personnel, Administrators, and Other Instructional and Professional Support Assignments**
(Board agenda page IV-11)

RECOMMENDATION: That the State Board of Education:

Take no action on the proposed amendments to 19 TAC Chapter 231, Requirements for Public School Personnel Assignments, Subchapter A, Criteria for Assignment of Public School Personnel, Subchapter B, Prekindergarten-Grade 6 Assignments, Subchapter C, Grades 6-8 Assignments, Subchapter D, Electives, Disciplinary Courses, Local Credit Courses, and Innovative Courses, Grades 6-12, Subchapter E, Grades 9-12 Assignments, and Subchapter G, Paraprofessional Personnel, Administrators, and Other Instructional and Professional Support Assignments

The recommendation was adopted 11-0.

20. **Proposed New 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.4, Parental Rights Training for School Board Members**
(Board agenda page IV-165)

RECOMMENDATION: That the State Board of Education:

Approve for first reading and filing authorization proposed new 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.4, Parental Rights Training for School Board Members.

The recommendation was adopted 8-4 on a roll call vote:

In favor: Francis, Pickren, Young, Ellis, Maynard, Hall, Little, Kinsey

Opposed: Reveles, Perez-Diaz, Clark, Brooks

Absent: Childs, Bell-Metereau, Hickman

The meeting adjourned at 2:30 p.m.

Will Hickman, Secretary

RESOLUTION

WHEREAS the *Lone Star Ribbon Schools* program recognizes elementary, middle, and high schools where educational excellence is achieved;

WHEREAS in 2025, Texas nominated twenty-six public schools to be recognized for their students' achievement; and

WHEREAS Twenty-six Texas public schools were named 2025 *Lone Star Ribbon Schools* by the Governor of Texas and provided with a certificate of award as such; now, therefore, be it

RESOLVED, That the State Board of Education does hereby extend its congratulations as Exemplary High-Performing and Achievement Gap Closing Schools to Delia Gonzalez Garcia Elementary in Roma Independent School District (ISD); R.T. Barrera Elementary in Roma ISD; Harmony Science Academy – Sugar Land in Harmony Public Schools – Houston West; Harmony Science Academy – Euless in Harmony Public Schools – North Texas; Rosemeade Elementary in Carrollton-Farmers Branch ISD; and be it further

RESOLVED, That the State Board of Education does hereby extend its congratulations as Exemplary High-Performing Schools to Markham Elementary in Tidehaven ISD; George West Primary in George West ISD; Carnegie Vanguard High School in Houston ISD; Project Chrysalis Middle in Houston ISD; Barbers Hill Elementary North in Barbers Hill ISD; Harmony Science Academy – Katy in Harmony Public Schools – Houston West; Stanton-Smith Elementary in Whitehouse ISD; Tyler ISD Early College High School in Tyler ISD; Mumford Elementary in Mumford ISD; Dodd Elementary in Wylie ISD; Kent Elementary in Carrollton-Farmers Branch ISD; Palo Pinto Elementary in Palo Pinto ISD; and be it further

RESOLVED, That the State Board of Education does hereby extend its congratulations as Exemplary Achievement Gap Closing Schools to D.D. Hachar Elementary in Laredo ISD; Daiches Elementary in Laredo ISD; Macdonell Elementary in Laredo ISD; Diaz-Villareal Elementary in La Joya ISD; Harry Shimotsu Elementary in Sharyland ISD; PSJA Thomas Jefferson T-STEM Early College High School in Pharr-San Juan-Alamo ISD; Thompson Elementary in Houston ISD; Meyer Elementary in Lamar Consolidated ISD; Hunt School in Hunt ISD; and be it further

RESOLVED, That this resolution be presented to the principals of the aforementioned schools for being recognized for excellence through the *Lone Star Ribbon Schools* program and that a copy be included in the permanent records of the State Board of Education.

WITNESS our signatures this thirtieth day of January two thousand twenty-six in Austin, Texas.

Aaron Kinsey, Chairman
State Board of Education

Will Hickman, Secretary
State Board of Education

RESOLUTION

WHEREAS February 1-28, 2026, has been designated National Career and Technical Education Month; and

WHEREAS about 1.5 million Texas secondary students are enrolled in one or more career and technical education (CTE) courses in over 1,200 school districts and charter schools throughout the state; and

WHEREAS CTE offers students the opportunity to gain the academic, technical and employability skills necessary for career readiness; and

WHEREAS students in CTE programs participate in authentic, meaningful experiences and apply academic knowledge and skills from across the curriculum which improve the quality of their overall education; and

WHEREAS CTE is a vital and integral part of the Foundation High School Program, offering students pathways to earn endorsements, performance acknowledgements, and industry-validated credentials; and

WHEREAS Texas is proud to support thirteen CTE student organizations – Business Professionals of America; DECA Texas Association; Future Business Leaders of America; Family, Career and Community Leaders of America; Future Coaches of Texas Association; Future Hotels and Tourism Professionals; Health Occupations Students of America; SkillsUSA Texas; Texas Association of Future Educators; Texas FFA Association; Texas Restaurant and Foodservice Management Student Organization; Texas Technology Student Association; and Young Billionaires Club.

WHEREAS CTE programs prepare students for a variety of careers by offering integrated programs of study that link secondary and postsecondary education and significantly contribute to college readiness; and

WHEREAS ensuring that employers have access to a qualified workforce is crucial to the Texas economy; now, therefore, be it

RESOLVED, That the State Board of Education, which has been designated by the Texas Legislature as the State Board for Career and Technical Education, does hereby proclaim February 1-28, 2026 as Career and Technical Education Month in Texas, and does hereby urge all Texans to become familiar with the outstanding programs delivered by exceptional CTE teachers in communities across the state, and to support these programs to enhance college and career readiness for all Texas students.

WITNESS our signatures this thirtieth day of January, two thousand and twenty-six, in Austin, Texas.

Aaron Kinsey, Chairman
State Board of Education

Will Hickman, Secretary
State Board of Education

PROCLAMATION

WHEREAS the 2026 Rio Grande Valley Linking Economic & Academic Development (RGV LEAD) Youth Leadership Summit convenes outstanding leadership ambassador students from regional member districts across the Rio Grande Valley, uniting emerging student leaders committed to academic excellence, civic responsibility, and workforce readiness; and

WHEREAS these student ambassadors have demonstrated exemplary leadership, collaboration, and service within their schools and communities, representing the diverse talents, voices, and aspirations of the Rio Grande Valley's next generation of leaders; and

WHEREAS the summit serves as a premier regional platform to cultivate leadership skills, expose students to postsecondary and career pathways, and foster meaningful engagement with education, industry, government, and community stakeholders; and

WHEREAS the collective participation of RGV LEAD member districts reflects a shared commitment to intentional leadership development, regional alignment, and the preparation of students to lead with integrity, purpose, and vision; and

WHEREAS the success of the Youth Leadership Summit is made possible through the dedication of educators, district leaders, families, partners, and supporters who invest in empowering students to become informed, confident, and engaged contributors to their communities; and

WHEREAS the Youth Leadership Ambassador Students serve as role models and ambassadors for their districts, inspiring their peers and exemplifying the values of service, collaboration, and lifelong learning; and now, therefore; be it

RESOLVED, that this proclamation be presented to celebrate the 2026 RGV LEAD Youth Leadership Summit and the Youth Leadership Ambassador Students, whose leadership and commitment strengthen the future of the Rio Grande Valley and the State of Texas.

IN RECOGNITION WHEREOF, I hereby affix my signature this thirtieth day of January, two thousand and twenty-six, in Austin, Texas.

LJ Francis, Member
State Board of Education

ATTACHMENT I
Text of Proposed New 19 TAC

Chapter 127. Texas Essential Knowledge and Skills for Career Development and Career and Technical Education

Subchapter B. High School

§127.16. Occupational Safety and Compliance Lab (One Credit), Adopted 2025.

- (a) Implementation. The provisions of this section may be implemented by school districts beginning with the 2026-2027 school year.
- (b) General requirements. This course is recommended for students in Grades 10-12 as a corequisite course for students participating in a coherent sequence of career and technical education (CTE) courses. This course must be taken concurrently with a corequisite **Level 2 or Level 3 CTE** course and may not be taken as a stand-alone course. Districts are encouraged to offer this lab in a consecutive block with the corequisite course to allow students sufficient time to master the content of both courses. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The goal of the Occupational Safety and Compliance Lab is to provide an opportunity for students to develop safety awareness in conjunction with occupation-specific coursework. Students build a strong foundation in the occupational safety and compliance concepts that are critical to protecting individuals in the workplace, increasing safety and health, and reducing the occurrence of job-related injuries and fatalities.
 - (3) In Occupational Safety and Compliance Lab, students build foundational knowledge related to the fields of occupational safety, health, and compliance. Students learn about the Occupational Safety and Health Administration (OSHA), which is charged with the tasks of ensuring that employers provide a safe workplace that is free from recognized hazards, promote health and safety in the workplace, and reduce the occurrence of on-the-job injuries, illnesses, and fatalities. Students use safety resources and discover procedures for collaborating with business and industry regarding ways to increase employee safety and health.
 - (4) Successful completion of the standards may lead to a student earning a 10-hour or 30-hour general industry OSHA card. To earn the OSHA card, the content must be taught by an authorized OSHA outreach training program trainer.
 - (5) Students are encouraged to participate in extended learning experiences such as career and technical student organizations that foster leadership and career development in the profession **such as student chapters of related professional associations** .
 - (6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
 - (1) The student understands career options and educational requirements in occupational safety and compliance. The student is expected to:
 - (A) describe the impact of internships, career development, and entrepreneurship opportunities in occupational safety and compliance;

- (B) identify and analyze career advancement opportunities in occupational safety and compliance at various levels in an organization such as employee, supervisor, and manager; and
 - (C) identify and explain requirements to obtain professional credentials such as a Certified Safety Professional (CSP), Associate Safety Professional (ASP), Construction Health and Safety Technician (CHST), Occupational Hygiene and Safety Technician (OHST), Certified Hazardous Materials Manager (CHMM), Certified Environmental Manager (CEM), and Board of Certified Safety Professionals (BCSP) in the fields of occupational safety and health compliance.
- (2) The student understands the legal responsibilities of work safety in a hazardous workplace. The student is expected to:
- (A) explain and discuss responsibilities of workers and employers to promote safety and health in the workplace;
 - (B) explain the OSHA general duty clause and the rights of workers to a safe and healthy workplace;
 - (C) explain and discuss the importance of OSHA standards and requirements for organizations;
 - (D) explain the role of industrial hygiene in occupational health and safety and describe various types of industrial hygiene hazards, including physical, chemical, airborne, excessive noise, physiological, biological, and ergonomic hazards;
 - (E) identify types and explain appropriate use of personal protective equipment (PPE) used in industry;
 - (F) explain the importance of safe walking and working surfaces in the workplace and identify best practices for preventing or reducing slips, trips, and falls in the workplace;
 - (G) describe types of electrical hazards in the workplace and risks associated with these hazards;
 - (H) describe control methods to prevent electrical hazards in the workplace;
 - (I) analyze hazards of handling, storing, using, and transporting hazardous materials;
 - (J) identify and discuss ways to reduce exposure to hazardous materials in the workplace;
 - (K) identify workplace health and safety resources, including emergency plans and Safety Data Sheets (SDS);
 - (L) discuss how emergency plans and SDS are used to make decisions in the workplace;
 - (M) describe elements of a safety and health program, including management leadership, worker participation, and training;
 - (N) explain the purpose and importance of written emergency action and fire protection plans;
 - (O) describe key components of written emergency action and fire protection plans such as evacuation plans and emergency exit routes, list of fire hazards, and identification of emergency personnel;
 - (P) explain components of a hazard communication program; and
 - (Q) explain and give examples of safety and health training requirements specified by standard setting organizations such as American Conference of Governmental Industrial Hygienists (ACGIH), American National Standard Institute (ANSI), National Institute for Occupational Safety and Health (NIOSH), and Board of Certified Safety Professionals (BCSP).

- (3) The student analyzes the federal and state agencies that create and enforce environmental laws. The student is expected to:
- (A) identify the objectives of the U.S. Environmental Protection Agency (EPA);
 - (B) identify the objectives of the Texas Commission on Environmental Quality (TCEQ);
 - (C) describe how the EPA and the TCEQ monitor compliance and enforce regulations; and
 - (D) identify and describe federal environmental acts, including Endangered Species Act (ESA); Safe Drinking Water Act (SDWA); Resource Conservation and Recovery Act (RCRA); Toxic Substances Control Act (TSCA); Comprehensive Environmental Response, Compensation and Liability Act (CERCLA or Superfund); and Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA).
- (4) The student investigates common safety measures and processes. The student is expected to:
- (A) explain the significance of periodic and effective inspections for hazard control;
 - (B) describe the processes for reporting a hazard or accident to an immediate supervisor;
 - (C) explain the value of training programs that promote awareness of safety policies and procedures in the workplace;
 - (D) select appropriate PPE such as safety glasses, face shields, aprons, and gloves based on workplace requirements;
 - (E) summarize the purpose of protecting the body ~~[from industrial hazards]~~, including eyes, face, head, feet, arms, hands, ears, and torso ~~, from industrial hazards~~ ;
 - (F) identify and describe specific causes of an incident;
 - (G) explain the necessity of a comprehensive safety program;
 - (H) outline principles of housekeeping, including order and cleanliness; and
 - (I) describe how a disorganized workplace, litter, and debris can create unsafe conditions that lead to accidents and illness in the workplace.
- (5) The student demonstrates knowledge of workplace security and violence prevention concepts. The student is expected to:
- (A) identify and describe potential types of workplace security events;
 - (B) identify and describe strategies to enhance workplace security; and
 - (C) identify and describe strategies to prevent workplace violence.
- (6) The student investigates the science of ergonomics in the workplace. The student is expected to:
- (A) define ergonomics;
 - (B) explain how the science of ergonomics is used in various industries such as manufacturing, construction, medical, and energy;
 - (C) evaluate workplace tasks to identify potential ergonomic problems related to body positions, including posture and awkward positions, and body movements, including repetitive movement, applying extreme force, reaching, pushing, pulling, bending, and weightlifting;
 - (D) describe primary body systems impacted by ergonomics; and
 - (E) evaluate workplace conditions that can produce physical fatigue.
- (7) The student recognizes and mitigates industrial hygiene and occupational health hazards that lead to injury and illness related to exposure in the workplace. The student is expected to:
- (A) explain the role of industrial hygiene in occupational safety;

- (B) describe the process to identify hazards using various methods, including reviewing chemical inventories and evaluating potential hazards associated with chemicals found in the workplace;
 - (C) identify and describe various categories of industrial hygiene hazards;
 - (D) compare various types of workplace hazards, including biological, chemical, ergonomic, and physical;
 - (E) identify categories of hazardous substances and describe short- and long-term health effects resulting from exposure to each hazardous substance;
 - (F) explain industrial hygiene and occupational exposures concepts, including acute and chronic exposures; and
 - (G) describe essential responsibilities of supervisors, managers, and safety personnel in the prevention of occupational hazards.
- (8) The student demonstrates an understanding of hazardous materials safety and handling competencies. The student is expected to:
- (A) describe the Occupational Safety Health Administration (OSHA) Hazard Communication Standard, including standards for hazard classification;
 - (B) interpret and analyze SDS and container labeling requirements;
 - (C) explain the purpose and importance of proper chemical storage;
 - (D) describe physical properties of hazardous materials;
 - (E) identify and describe ways in which hazardous materials enter the body;
 - (F) explain various strategies to protect from inhalation of harmful airborne substances; and
 - (G) discuss the significance of safety precautions when handling and using compressed gas in the workplace.
- (9) The student evaluates hazard control functions in various occupational settings. The student is expected to:
- (A) identify and describe steps to reduce noise exposure;
 - (B) explain the noise reduction rating (NRR) developed by the EPA;
 - (C) explain the purpose and importance of eye washes and emergency showers in the workplace;
 - (D) identify and describe possible hazards related to heating, ventilation, and air conditioning systems;
 - (E) identify and describe possible hazards related to indoor air quality, including ventilation and adequate air flow;
 - (F) identify steps to reduce hazards related to general machine guarding, power hand tools, and tool safety;
 - (G) identify and describe motor vehicle safety and security management techniques such as accident prevention strategies, driver training programs, and vehicle inspection protocols;
 - (H) describe steps to reduce hazards related to powered industrial trucks; and
 - (I) identify and describe possible hazards related to ladders and scaffolds.
- (10) The student investigates fire safety and emergency management in occupational safety. The student is expected to:
- (A) identify and describe proper storage techniques for flammable or combustible materials;

- (B) identify and describe the importance of fire systems inspections, fire confinement, emergency exits, and emergency lighting;
- (C) describe the importance and maintenance of portable fire extinguishers;
- (D) differentiate between fire and combustion; and
- (E) describe classes of fire ~~controlled by various~~ ~~[related to the]~~ extinguishing agents.
- (11) The student examines special hazard fire suppression systems. The student is expected to:
 - (A) describe characteristics of fixed wet and dry chemical extinguishing systems;
 - (B) describe physical characteristics of carbon dioxide, halogenated hydrocarbons, halocarbons, and inert gases in fire suppression systems;
 - (C) describe design goals for smoke and fire controls and the corresponding management systems; and
 - (D) explain fire extinguisher operation, inspection, testing, and maintenance procedures and proper use.
- (12) The student examines how accidents impact the workplace. The student is expected to:
 - (A) evaluate the financial impact on an organization resulting from an accident;
 - (B) explain workplace accident legal compliance, including OSHA accident reporting, OSHA recordkeeping regulations, and worker's compensation claims; and
 - (C) identify and compare accident categories, including near miss, minor injury, major injury, and catastrophic injury.
- (13) The student demonstrates an understanding of accident prevention and the principles of an effective corrective action plan. The student is expected to:
 - (A) describe the purpose of corrective actions;
 - (B) develop an effective corrective action plan for an organization; and
 - (C) write a report documenting an accident.
- (14) The student analyzes accidents and accident reports. The student is expected to:
 - (A) explain common unsafe actions such as working at unsafe speeds or using unsafe tools;
 - (B) describe human, job, and workplace factors that lead to accidents;
 - (C) explain the importance of timely reporting workplace accidents;
 - (D) complete a standard accident report form;
 - (E) write an effective accident report, including a summary of an incident, findings, and recommendations, using factual communication;
 - (F) identify and report causal factors of an accident; and
 - (G) analyze accident reports of small damage and near misses and describe future prevention of major accidents.
- (15) The student understands the process of accident investigations. The student is expected to:
 - (A) identify and discuss the purpose and benefits of accident investigations in the workplace;
 - (B) identify and discuss the role that workers, supervisors, managers, and safety personnel have in the accident investigation process; and
 - (C) identify and describe the phases of an accident investigation.

ATTACHMENT II
Text of Proposed New 19 TAC

Chapter 127. Texas Essential Knowledge and Skills for Career Development and Career and Technical Education

Subchapter N. Law and Public Service

§127.752. Foundations of Fire Protection (One Credit), Adopted 2026.

- (a) Implementation.
- (1) The provisions of this section may be implemented by school districts beginning with the 2026-2027 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(1) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 9-12. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Law and Public Service Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.
 - (3) Foundations of Fire Protection provides students with an overview of opportunities and foundational knowledge and skills needed for careers in fire service. Students explore the history of fire science and structure of fire departments and are introduced to basic chemistry, physics, and classifications of fires; extinguishing methods; and firefighting equipment. Additionally, the course reviews employment requirements and certification processes for careers in fire science.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations that foster leadership and career development in the profession such as student chapters of related professional associations .
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
- (1) The student examines the importance of developing specific, measurable, achievable, realistic, time-bound (SMART) goals and action plans that are aligned with physical ability, age, education, and certification requirements for fire service employment and career advancement. The student is expected to:
 - (A) identify and explain the process for developing a SMART goal, including identifying a specific goal, establishing measurable benchmarks for the goal, ensuring the goal is achievable and relevant to desired outcomes, and creating a realistic timeline to achieve the goal;
 - (B) explain benefits of identifying SMART goals, including process, outcome, and performance goals, for fire science professionals and how SMART goals can contribute to career advancement, performance improvement, and operational effectiveness; and

- (C) describe tasks for creating an action plan to achieve a SMART goal, including clarifying the goal, brainstorming action steps, prioritizing tasks, setting timelines, anticipating obstacles, and monitoring progress.
- (2) The student examines employment requirements for various fire service careers. The student is expected to:
 - (A) identify employment requirements and job roles and responsibilities for private sector fire service careers, including insurance investigators, fire alarm technicians, fire sprinkler contractors, wildland firefighters, fire protection engineers, refinery firefighters, and industrial firefighters;
 - (B) identify employment requirements and job roles and responsibilities for various municipal fire service careers, including firefighter, fire inspector, fire marshal, dispatcher, paramedic, emergency medical technician, and public education specialist;
 - (C) identify employment requirements and job roles and responsibilities for various State of Texas fire service careers, including state fire marshal, fire inspector, arson investigator, wildland firefighter, and education specialist;
 - (D) identify employment requirements and job roles and responsibilities for various federal fire service careers, including military firefighter, wildland firefighter, heavy equipment operator, fire and explosion investigator, and education specialist; and
 - (E) describe common employment processes used in selecting public sector firefighters, including applications, written tests, physical agility tests, psychological evaluations, background investigations, interview boards, and medical examinations.
- (3) The student understands the role of the Texas Commission on Fire Protection (TCFP). The student is expected to:
 - (A) describe the firefighter certification process in Texas as required by the TCFP;
 - (B) differentiate between education, training, and certification requirements established by the TCFP; and
 - (C) explain the role of the TCFP in the firefighter certification process, including developing training standards, developing certification tests, administering tests, issuing certifications, auditing firefighter continuing education to maintain certification, auditing fire departments, certifying fire training facilities, and maintaining firefighter certification records.
- (4) The student recognizes the different types of communication used within the fire service. The student is expected to explain the five modes of communication used in the fire service, including face-to-face, written, radio, telephone, and electronic communication.
- (5) The student understands the use of communication techniques to effectively engage with stakeholders. The student is expected to:
 - (A) explain and demonstrate key elements of adaptive communication, including active listening, interpersonal intelligence, communication style, and observational skills;
 - (B) analyze the importance of adaptive communication in the fire service to enhance communication with stakeholders;
 - (C) describe effective interpersonal skills that support effective teamwork in fire service, including active listening, time management, self-discipline, resilience, and interpersonal intelligence; and
 - (D) describe conflict resolution strategies, including avoiding, competing, accommodating, compromising, and collaborating, and how they may be applied in fire service team dynamics and operational settings.

- (6) The student examines legal obligations and ethical behaviors associated with fire service careers. The student is expected to:
- (A) discuss the impact of social media, peer influence, drug use, and criminal history on employability in fire science careers;
 - (B) identify and analyze the role of each of the four Texas State Fire Service agencies: Texas Commission on Fire Protection (TCFP); Texas State Fire Marshal's Office (SFMO); Texas A & M Forest Service (TFS); and Texas ~~A&M~~ ~~[A & M]~~ Engineering Extension Service (TEEX);
 - (C) identify and compare professional codes of ethics relevant to fire service, including the Firefighter Code of Ethics developed by the National Society of Executive Fire Officers (NSEFO) and the Congressional Fire Services Institute (CFSI) and the International Association of Fire Chiefs (IAFC) Fire Service Code of Ethics;
 - (D) discuss how the legal concept of "Duty to Act" is applied in Texas and impacts fire service professionals; and
 - (E) describe the Texas Good Samaritan Act as defined in Texas Civil Practice and Remedies Code, §74.151, and explain its relevance to fire service professionals and civil liability protection.
- (7) The student examines the evolution of the fire service and explains the impact of fire on the development of fire laws, codes, and standards. The student is expected to:
- (A) summarize key milestones and technological advancements and how roles have evolved over time in fire science;
 - (B) differentiate between local, state, and federal fire laws; model codes; and National Fire Protection Association (NFPA) standards, and explain their roles in regulating fire service operations; and
 - (C) explain how fire losses have influenced the development of national building and fire codes and NFPA standards.
- (8) The student examines firefighting apparatus, personal protective equipment (PPE), appliances, tools, and hoses used by various fire departments. The student is expected to:
- (A) identify and describe different types of structural firefighting apparatus used by municipal fire departments, including fire engines, aerial ladder trucks, quint trucks, tiller trucks, and heavy rescue vehicles;
 - (B) identify and describe different types of wildland firefighting apparatus, including wildland engines, brush trucks, and water tenders;
 - (C) identify and describe different types of aircraft rescue firefighting apparatus, including rotary blade aircraft and fixed-wing aircraft;
 - (D) identify and describe structural, wildland, and aircraft firefighting PPE;
 - (E) identify and explain the purpose of common appliances used by structural firefighters, including wyes, water-thieves, ~~siamese~~ ~~[Siamese]~~ valves, smooth-bore nozzles, different types of fog nozzles, and hydrant valves;
 - (F) identify and explain the purpose of common tools used by structural firefighters, including Halligan bars, axes, pike poles, ladders, hydrant wrenches, spanner wrenches, saws, and rescue tools;
 - (G) identify and explain the purpose of common tools used by wildland firefighters, including the McLeod tool, flapper, Pulaski tool, fire rake, and saws; and
 - (H) differentiate among various hoses used by structural and wildland firefighters.
- (9) The student researches the Community Risk Reduction (CRR) process. The student is expected to:

- (A) define CRR;
 - (B) describe how a Community Risk Assessment (CRA) impacts the development of a CRR plan;
 - (C) identify and explain the role of key CRR stakeholders, including the lead agency, CRR coordinator, planning group, risk manager, fire chief, and community leaders;
 - (D) describe the United States Fire Administration's 5 E's strategies for CRR, including education, engineering, enforcement, economic incentives, and emergency response; and
 - (E) explain how community, state, and federal governments use CRAs.
- (10) The student researches the National Incident Management System (NIMS) and Incident Command System (ICS). The student is expected to:
- (A) describe the purpose of NIMS, including common terminology, management by objectives, span of control, resource management, command structure, modular organization, incident action planning, integrated communications, and accountability; and
 - (B) identify and explain components of the ICS structure, including the Incident Commander (IC), finance, logistics, operations, planning, command posts, public information, liaison officers, safety officers, and emergency operations centers.
- (11) The student examines common hierarchical structure of a fire department. The student is expected to:
- (A) explain the concept of authority having jurisdiction (AHJ);
 - (B) describe the common hierarchical structure of a fire department; and
 - (C) describe the roles and responsibilities of the fire chief.
- (12) The student examines various support functions within a fire department. The student is expected to:
- (A) identify and describe support functions provided by the fire prevention division, including code enforcement, public education, cause and origin investigation, arson and explosion investigation, background investigation, internal affairs investigation, and public information;
 - (B) identify and describe support functions provided by fire service special operations teams, including hazardous materials response, high-angle rescue, swift water rescue, confined-space rescue, and urban search and rescue;
 - (C) identify and describe support functions provided by the fire training division, including recruiting, hiring, and training recruits for initial TCFP certification and providing continuing education training;
 - (D) identify and describe support functions provided by the equipment maintenance division, including vehicle repairs, service, and testing;
 - (E) describe the core responsibilities of 911 communication centers, including receiving emergency and non-emergency calls, dispatching response units, maintaining contact with dispatched units, and coordinating with other agencies; and
 - (F) describe the core responsibilities of the Office of Emergency Management.
- (13) The student examines basic principles of fire science, including the chemistry and physics of combustion, methods of heat transfer, and stages of fire development. The student is expected to:
- (A) define fire;
 - (B) identify and list the components of the fire triangle and fire tetrahedron;

- (C) describe the physical characteristics of the three states of matter: solid, liquid, and gas;
- (D) differentiate between an oxidizing agent and a fuel;
- (E) explain the process of pyrolysis and its role in fire development;
- (F) define the terms "fuel rich" and "fuel lean" in relation to the flammable range of a gas;
- (G) analyze the difference between temperature and heat;
- (H) differentiate between ignition temperature and flash point;
- (I) define specific gravity and explain its relevance to fire suppression and hazardous materials;
- (J) define vapor density and describe its significance in fire and hazardous materials incidents;
- (K) describe the stages of fire development, including incipient, growth, free-burning, and decay;
- (L) differentiate between flashover and backdraft; and
- (M) explain the three primary methods of heat transfer (conduction, convection, and radiation), and describe the role of direct flame contact in fire spread.
- (14) The student examines classifications of fire and extinguishing methods. The student is expected to:
 - (A) identify the five classifications of fire: Class A, B, C, D, and K; and
 - (B) describe various extinguishing methods for each classification of fire.
- (15) The student researches basic components of a municipal water supply system. The student is expected to:
 - (A) identify the basic components of a municipal water supply system, including water sources, treatment facilities, elevated and in-ground storage tanks, pumps, distribution networks, and fire hydrants;
 - (B) identify various types of fire hydrants, including dry barrel hydrants and wet barrel hydrants; and
 - (C) explain the purpose of fire hydrant color coding.

§127.753. Crisis Care (One Credit), Adopted 2026.

- (a) Implementation.
 - (1) The provisions of this section may be implemented by school districts beginning with the 2026-2027 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(2) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: at least one credit in a course from the Law and Public Service Career Cluster. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

- (2) The Law and Public Service Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.
 - (3) Crisis Care is designed for future first responders to build awareness, psychological preparedness, and resilience for times of personal or community crisis. Students explore various types of acute crises and examine appropriate crisis intervention techniques to assist in de-escalation and recovery. Additionally, students examine specialized crisis care teams and support agencies during emergencies and disasters.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations that foster leadership and career development in the profession [such as student chapters of related professional associations](#) .
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
- (1) The student examines what constitutes a personal crisis and identifies warning signs of a personal crisis. The student is expected to:
 - (A) differentiate between a personal crisis, a problem, and an emergency;
 - (B) describe basic elements of a personal crisis, including a stressful situation, an individual's difficulty coping, and the timing of the intervention;
 - (C) examine factors that may lead to a personal crisis, including trauma, family conflict, financial instability, community issues, significant life events, and natural disasters;
 - (D) analyze impacts of various types of personal crises, including mental health, emotional, and trauma-related crises and physical emergencies;
 - (E) identify and describe warning signs of a personal crisis requiring immediate attention, including threats of physical harm, delusions, hallucinations, extreme withdrawal, not sleeping or eating for several days, verbal abuse, and physical abuse; and
 - (F) identify and describe indicators of a personal crisis that may require intervention, including expression of intense hopelessness or anger, eating or sleeping difficulties, neglect of personal hygiene, social isolation, and signs of depression, apathy, or anxiety.
 - (2) The student examines various interventions used to de-escalate a personal crisis. The student is expected to:
 - (A) explain the key principles of Psychological First Aid (PFA) and how these principles are used to reduce stress and aid in crisis recovery;
 - (B) describe grounding techniques used in crisis de-escalation, including breathing exercises, sensory awareness and touch, the 5-4-3-2-1 technique, and nature-based calming strategies;
 - (C) describe communication techniques used in crisis de-escalation, including focusing attention, displaying empathy, asking open-ended questions, reflecting feelings, and summarizing; and
 - (D) describe how body language, including having an open posture, open hands, or a Duchenne smile and adjusting proximity, influences crisis de-escalation.
 - (3) The student examines professional resources available to aid in crisis intervention. The student is expected to:
 - (A) identify the roles and services of local crisis intervention resources such as mental health providers, law enforcement, and community-based organizations;

- (B) identify and describe crisis resources provided by the Texas Department of State Health Services (DSHS), including the Health and Human Services Commission (HHSC) Crisis Services Guide and Texans Recovering Together Crisis Counseling and Disaster Behavioral Health Services; and
 - (C) describe the role of national crisis intervention resources, including the 988 Suicide and Crisis Lifeline, Crisis Text Line, Disaster Distress Helpline (DDH), Substance Abuse and Mental Health Services Administration (SAMHSA) National Helpline, and National Alliance on Mental Illness (NAMI).
- (4) The student evaluates the effects of acute and chronic exposure to traumatic events on the health and performance of first responders. The student is expected to:
- (A) identify and describe potential warning signs of a mental health crisis in first responders, including emotional distress, behavioral changes, relationship strain, cognitive difficulty, and suicidal ideation;
 - (B) discuss and analyze potential psychological impacts to first responders ~~after exposure to trauma~~, including post-traumatic stress disorder (PTSD), chronic stress, anxiety, depression, emotional numbing, and survivor guilt [~~after exposure to trauma~~];
 - (C) describe potential physical impacts to first responders ~~after exposure to trauma~~, including burnout, sleep disturbances, fatigue, and a weakened immune system [~~after exposure to trauma~~];
 - (D) explain how trauma-related stress impacts interpersonal relationships and social functioning such as irritability, anger, mood swings, and emotional distancing;
 - (E) analyze how traumatic events can affect job performance, including impaired decision-making, compassion fatigue, absenteeism, and turnover; and
 - (F) discuss and analyze potential psychological impacts of a line of duty death (LODD) on first responders, including grief reactions, survivor guilt, intrusive memories, substance abuse, and other maladaptive coping behaviors.
- (5) The student examines how public safety agencies use Critical Incident Stress Management (CISM) teams in supporting crisis interventions. The student is expected to:
- (A) explain the use of Critical Incident Stress Debriefing (CISD) and critical incident stress defusing techniques in mitigating the impact of stress on first responders after traumatic events;
 - (B) describe the roles of CISM team members, including peer support personnel, clergy, and mental health professionals;
 - (C) evaluate the benefits of CISM teams within public safety professions, including psychological support, PTSD mitigation, provision of coping mechanisms, increased resilience, increased job satisfaction, reduced stigma, enhanced teamwork, enhanced communication, and increased confidence;
 - (D) describe common CISM interventions recognized by the National Fallen Firefighter Foundation (NFFF), including defusing, debriefing, peer counseling, individual crisis intervention, pre-incident briefing, and crisis management briefings; and
 - (E) explain the importance of supporting the needs of first responder families by demonstrating availability, providing timely support, offering assistance, and maintaining trust.
- (6) The student examines the structure and function of a Local Assistance State Team (LAST) provided by NFFF in supporting crisis response. The student is expected to:
- (A) describe the composition of a LAST, including mental health professionals, crisis responders, clergy, and survivors of suicide loss; and

- (B) discuss and analyze the functions of a LAST, including supporting survivors, administering emotional first aid, providing resource information and referrals, and assisting in funeral planning.
- (7) The student examines the role of chaplains within public safety agencies. The student is expected to:
 - (A) describe qualifications of a public safety agency chaplain, including training in crisis response, endorsement by a recognized religious organization, completion of chaplaincy certification programs, and experience in providing emotional and spiritual support in high-stress environments;
 - (B) identify and explain support services provided by first responder organizations such as the International Association of Fire Chiefs (IAFC), the Federation of Fire Chaplains (FFC), the International Association of Chiefs of Police (IACP), and the International Conference of Police Chaplains (ICPC);
 - (C) describe the different roles and responsibilities of public safety agency chaplains, including providing spiritual care to agency members, making hospital visits, and conducting weddings, funerals, and LODD ceremonies; and
 - (D) explain the role of chaplains during critical incidents or emergencies, including support for public safety agency members, members' families, victims' families, and the community.
- (8) The student identifies and examines strategies used by first responders to build resilience and overcome challenges. The student is expected to:
 - (A) explain the concept of resilience and its role in coping with stress, trauma, and challenges in public safety professions;
 - (B) describe common characteristics of resilient individuals and evaluate the benefits of resilience for professional performance;
 - (C) identify internal factors, including mindset and self-awareness, that contribute to resilience;
 - (D) identify strategies to overcome challenges, including creating a support system, focusing on setting goals, and adapting to change;
 - (E) discuss how experiencing a crisis can **build resiliency and** present opportunities to problem-solve, including decision making, critical thinking, creativity, ethical reasoning, **and** adaptability [~~and build resiliency~~];
 - (F) describe the stop, think, observe, and proceed (STOP) method of problem solving; and
 - (G) describe the identify, develop, evaluate, and assess (IDEA) method of problem-solving, including identifying the problem, developing possible solutions, evaluating options, and assessing the result.

§127.756. Disaster Response (One Credit), Adopted 2026.

- (a) Implementation.
 - (1) The provisions of this section may be implemented by school districts beginning with the 2026-2027 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(1) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Law, Public Safety, Corrections, and Security. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
- (2) The Law and Public Service Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.
- (3) Disaster Response includes basic training in disaster survival and rescue skills that improve the ability of citizens to survive until responders or other assistance arrives. Students receive education and training to make communities safer, stronger, and better prepared to respond to public health issues and threats of various disasters, terrorism, and crime.
- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations that foster leadership and career development in the profession such as student chapters of related professional associations .
- (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(d) Knowledge and skills.

- (1) The student examines the functions of the community emergency response team (CERT) and the CERT's role during disasters. The student is expected to:
 - (A) analyze and compare roles and functions of CERT members before, during, and after a disaster;
 - (B) analyze how CERT members respond to various types of hazards commonly present in disasters, including their roles in mitigation, response, and recovery; and
 - (C) analyze state and local laws that protect first responders, including CERT members, during emergency operations.
- (2) The student examines various disaster situations. The student is expected to:
 - (A) classify types of disasters, including man-made and natural; and
 - (B) identify common causes of disasters, including accidental causes, weather, and acts of human conflict, including domestic terrorism.
- (3) The student researches disasters and associated hazard mitigation. The student is expected to:
 - (A) identify potential hazards associated with different types of disaster events;
 - (B) describe strategies used to manage hazards and reduce the impact of disasters; and
 - (C) summarize measures taken prior to a disaster, during the time of the disaster, and after the disaster occurs to mitigate hazards.
- (4) The student develops a disaster and emergency preparedness (DEP) response plan. The student is expected to:
 - (A) develop a response plan and evacuation route in the case of a fire that includes a meeting location; and
 - (B) develop a response plan that includes a safe shelter location in the event of severe weather emergencies.
- (5) The student examines disaster preparedness recommendations provided by various federal, state, and local agencies. The student is expected to:
 - (A) identify components of a first aid kit for home and vehicle use as recommended by organizations such as the American Red Cross or American Heart Association;

- (B) identify essential tools and supplies for disaster supply kits as recommended by different agencies, including the Federal Emergency Management Agency (FEMA);
 - (C) identify appropriate food, water, kitchen items, clothing, bedding, documents, and contact numbers for inclusion in disaster kits, as recommended by FEMA and other agencies;
 - (D) simulate assisting first responders in fire safety, search and rescue, and disaster medical operations in accordance with standard operating procedures outlined in sponsoring agencies' Emergency Operations Plans (EOPs); and
 - (E) identify fire safety components of disaster preparedness in the Volunteer Protection Act of 1997.
- (6) The student demonstrates knowledge and skills related to fire safety to assist in disaster situations. The student is expected to:
- (A) explain the role of CERT members in fire safety and conduct an assessment in response to a simulated fire emergency;
 - (B) explain safety precautions used in a disaster event, including a buddy system, backup teams, safety equipment, and utility controls;
 - (C) identify and predict locations of hazardous materials in residential and community settings; and
 - (D) define and explain the limit, isolate, eliminate, separate (LIES) method for reducing exposure to hazardous materials and potential harm.
- (7) The student investigates fire chemistry and the application of fire chemistry in disasters. The student is expected to:
- (A) explain how fires start and identify factors that perpetuate fires;
 - (B) identify the elements that are required for a fire;
 - (C) identify the fire hazards associated with ordinary combustibles, flammable and combustible liquids, energized electrical equipment, and combustible metals; and
 - (D) describe and differentiate between the classes of fires.
- (8) The student recognizes common firefighting resources and fire suppression techniques. The student is expected to:
- (A) identify fire containment techniques and methods used to restrict the spread of smoke and heat;
 - (B) compare types of fire accelerants and fuels;
 - (C) select appropriate firefighting resources to fight a fire based on fuel type or other contributing factors;
 - (D) explain the information commonly provided on fire extinguisher labels;
 - (E) identify types of fire extinguishers and the components of a portable fire extinguisher;
 - (F) simulate the use of a portable fire extinguisher using the pull, aim, squeeze, sweep (PASS) technique; and
 - (G) compare best practices for fire suppression based on local standard operating procedures and precautions.
- (9) The student demonstrates knowledge of hazardous materials and related safety standards. The student is expected to:
- (A) identify and evaluate the associated risks of characteristics of hazardous materials based on the type of material, including solids, pressurized substances, liquids, and gases;

- (B) define and classify types of hazardous materials according to the National Fire Protection Association (NFPA) 704 standards;
 - (C) explain the NFPA 704 diamond placard used for hazardous material identification;
 - (D) explain the meaning of different hazardous material placard colors and how each color contributes to hazmat assessment during disaster response; and
 - (E) explain common acronyms and symbols used by the NFPA.
- (10) The student explores first aid assessment and basic treatment techniques used in disaster response and emergency situations. The student is expected to:
- (A) simulate the head tilt chin lift method to open an airway of a patient;
 - (B) identify the primary types of bleeding and main methods for controlling bleeding, including tourniquet application and wound packing;
 - (C) research and explain the physiological effects of shock on the human body;
 - (D) explain signs of shock, including clammy skin, rapid pulse, and nausea;
 - (E) simulate procedures for treating victims of shock;
 - (F) explain techniques for controlling symptoms of shock such as elevating the feet and covering the patient with a blanket;
 - (G) explain and demonstrate correct procedures for administering cardiopulmonary resuscitation (CPR); and
 - (H) explain and demonstrate correct procedures for using an automated external defibrillator (AED) during CPR.
- (11) The student investigates how to maintain personal hygiene and sanitation in a disaster situation. The student is expected to:
- (A) define and analyze steps to maintain proper hygiene during a disaster, including getting enough sleep, practicing dental care, bathing regularly, and washing hands frequently;
 - (B) explain how to dispose of bacterial sources and waste products during a disaster; and
 - (C) test or simulate the use of a water purification system.
- (12) The student organizes and establishes disaster medical triage areas. The student is expected to:
- (A) define and explain the concept of simple triage and rapid treatment (START) used to prioritize casualties in a disaster;
 - (B) explain major sub-functions of disaster medical operations, including triage, sanitation, and treatment areas;
 - (C) select and evaluate a designated triage area based on proximity to an incident;
 - (D) evaluate a designated triage area for accessibility by transportation vehicles and potential expansion;
 - (E) assign triage areas for immediate care, delayed care, and morgue operations; and
 - (F) develop a documentation protocol for triage victims that includes available identifying information, physical description, clothing, injuries, treatment provided, and transfer location.
- (13) The student simulates a head-to-toe patient evaluation to identify and document injuries. The student is expected to:
- (A) define and summarize indicators of injury observed during a head-to-toe assessment;

- (B) distinguish between the severity of various injuries and the appropriate level of treatment needed;
 - (C) document patient injuries, including location and type of injuries; and
 - (D) describe common closed-head, neck, or spinal injuries.
- (14) The student explores treatment techniques for injuries commonly encountered in disaster situations. The student is expected to:
 - (A) define terms related to the layers of skin;
 - (B) classify the severity of burns;
 - (C) define and identify methods for controlling bleeding and preventing secondary infection;
 - (D) simulate techniques used for cleaning wounds and the application of dressings and bandages while on an incident scene;
 - (E) identify treatment options and actions for managing a foreign object impaled in a patient's body; and
 - (F) define and demonstrate methods for immobilization of joints immediately above and below an injury.
- (15) The student examines search and rescue operations. The student is expected to:
 - (A) assess a rescue scene and formulate a plan of action based on available information;
 - (B) explain safe techniques for debris removal and victim extrication from below ground entrapments;
 - (C) create a plan for assigning staff to perform tasks for debris removal and victim extrication;
 - (D) identify necessary materials for stabilizing various hazards on an accident scene;
 - (E) describe how to stabilize an object prior to lifting to ensure responder and victim safety; and
 - (F) simulate a lift to gain access to a victim and troubleshoot possible impediments.
- (16) The student researches documentation required during a disaster response by CERT members. The student is expected to simulate the collection and recording of documentation on incident status, location, access routes, identified hazards, and support locations.
- (17) The student examines rescuer safety during search and rescue operations. The student is expected to:
 - (A) classify response activities based on team capabilities and training levels and scope and type of incident;
 - (B) evaluate an accident scene involving a trapped victim to determine whether a rescue can be safely attempted;
 - (C) define and use common terminology that supports effective communication and shared understanding at a rescue site; and
 - (D) determine team member roles based on the scope of an incident, strategic planning, review of resources, and evaluation of actions and results.
- (18) The student examines the psychological impact of a disaster on rescuers and victims and principles of psychological first aid. The student is expected to:
 - (A) describe appropriate communication techniques for crises and disaster response situations;
 - (B) explain and analyze the emotional responses that can follow a disaster;

- (C) identify steps rescuers can take to reduce stressors on disaster survivors and rescuers;
- (D) analyze psychological and physiological responses observed in rescuers after a disaster;
- (E) describe potential emotional responses experienced by survivors and rescuers and explain emotional response mitigation strategies that aid first responders during an emergency;
and
- (F) explain goals of on-scene psychological intervention.
- (19) The student discusses terrorism and its implications on CERT operations and community preparedness. The student is expected to:
 - (A) define vocabulary related to terrorism and homeland security; and
 - (B) identify how to interpret environmental indicators and warning signs of a biological or chemical attack.

§127.757. Emergency Medical Technician-Basic (Two Credits), Adopted 2026.

(a) Implementation.

- (1) The provisions of this section may be implemented by school districts beginning with the 2026-2027 school year.
- (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(2) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.

(b) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: Principles of Law, Public Safety, Corrections, and Security or Disaster Response. Recommended prerequisite: Biology, Medical Terminology, Pathophysiology, ~~or~~ and Anatomy and Physiology. Students shall be awarded two credits for successful completion of this course.

(c) Introduction.

- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
- (2) Law and Public Service Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.
- (3) Emergency Medical Technician (EMT)-Basic provides students with the foundational knowledge needed to provide entry-level emergency medical care, life support, and ambulance service. Students are introduced to key concepts, knowledge, and skills needed by EMT-Basics in the areas of communications, assessment, treatment, transportation, and recordkeeping. This introductory course equips students interested in working in public safety, including fire, police, and emergency medical services (EMS), to perform the duties of an EMT-Basic safely and effectively.
- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations that foster leadership and career development in the profession such as student chapters of related professional associations .
- (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(d) Knowledge and skills.

- (1) The student explores EMS systems and roles and responsibilities of an EMT-Basic. The student is expected to:
 - (A) describe and explain the EMS systems available to patients;

- (B) differentiate the roles, scope of practice, and responsibilities of an EMT-Basic from other pre-hospital care providers such as firefighters and law enforcement;
 - (C) describe roles and responsibilities of EMT-Basics related to personal safety and the safety of the crew, patient, and bystanders while responding to, operating at the scene of, and transporting from an emergency incident;
 - (D) summarize key Texas statutes and regulations governing EMS systems, including provisions from 25 Texas Administrative Code (TAC) Chapter 157 (relating to Emergency Medical Care) and Texas Health and Safety Code, Chapter 773; and
 - (E) research and analyze various methods of accessing an EMS system within a local community.
- (2) The student explores medical, legal, and ethical considerations in emergency medical services operations as an EMT-Basic provider. The student is expected to:
- (A) describe out-of-hospital (OOH) and do not resuscitate (DNR) directives as described in 25 TAC §157.25 (relating to Out-of-Hospital Do Not Resuscitate (OOH-DNR) Order), and explain local protocol regarding EMS application of DNR directives, including field termination procedures;
 - (B) define consent and differentiate between expressed and implied consent in emergency situations;
 - (C) summarize appropriate methods for obtaining patient consent;
 - (D) determine the conditions necessary for an EMT-Basic to have a duty to act;
 - (E) explain the importance, necessity, and legal protections of patient confidentiality;
 - (F) describe actions an EMT-Basic should take to preserve a crime scene; and
 - (G) identify conditions that require an EMT-Basic to notify local law enforcement officials.
- (3) The student develops foundational knowledge of human anatomy and physiology to support emergency medical care. The student is expected to:
- (A) define anatomical terms such as medial, lateral, proximal, distal, superior, inferior, anterior, posterior, midline, right and left, mid-clavicular, bilateral, and mid-axillary; and
 - (B) describe the basic anatomy and physiology of the respiratory, circulatory, musculoskeletal, nervous, and endocrine systems and explain the function of major organs within each system.
- (4) The student demonstrates the importance of basic life support and the priority of artificial ventilation and airway protective skills. The student is expected to:
- (A) compare signs of adequate and inadequate breathing;
 - (B) explain the importance of having a suction unit ready for immediate use when managing a patient's airway;
 - (C) explain and demonstrate proper suctioning techniques to clear a patient's airway of blood, vomit [vomit], and other obstructions to prevent aspiration;
 - (D) explain and demonstrate proper techniques and devices for securing air flow for patients, including bag-valve-mask, Sellick maneuver, and pocket mask artificial ventilation;
 - (E) explain and demonstrate the skills of basic airway techniques, including use of oropharyngeal and nasopharyngeal airway adjuncts with a bag-valve-mask;
 - (F) explain and demonstrate the use of end-tidal capnography (ETCO2) by correctly applying ETCO2 nasal canula and endotracheal tube devices;

- (G) interpret ETCO2 waveform and numeric value to assess adequate ventilation of patient's lungs; and
- (H) explain and demonstrate proper use of a supraglottic airway device.
- (5) The student recognizes that patient assessment serves as the foundation for all treatment decisions for any emergency scene. The student is expected to:
 - (A) evaluate an emergency scene for potential hazards to responders, patients, and bystanders;
 - (B) assess an emergency scene by identifying the number of patients, mechanism of injury or nature of illness, and severity of each patient's condition to determine if additional resources are needed;
 - (C) conduct an initial patient assessment, including forming a general impression, determining responsiveness, and assessing airway, breathing, and circulation;
 - (D) demonstrate a triage method to determine patient priority at emergency scenes with multiple casualties;
 - (E) describe and demonstrate methods of assessing patient traumatic injuries, including the rapid trauma assessment;
 - (F) explain and demonstrate the components of conducting a patient assessment, including documenting medical history of patients with medical complaints or signs and symptoms of medical need;
 - (G) explain and demonstrate the components of a detailed physical examination of a patient using a systematic head-to-toe approach to identify injuries or conditions not immediately apparent and determine interventions needed and reassess interventions to assure appropriate ongoing continuum of care;
 - (H) explain the components of common EMS communication systems, including radio procedures, interpersonal communication techniques, and patient care reporting formats;
 - (I) explain the components of a pre-hospital patient care written report, including documentation of chief complaint, history of present illness, allergies to medications, current medications, treatments provided during transport, and any changes to the patient's condition as a result of those treatments;
 - (J) describe components of a no transport report, including documentation of chief complaint, history of present illness, and attempts to gain consent from a patient for transport; and
 - (K) analyze legal considerations related to a patient refusal, including patient decision-making capacity and documentation of associated risks.
- (6) The student explores the signs, symptoms, and pathophysiology of medical emergencies. The student is expected to:
 - (A) describe signs and symptoms of diabetic, cardiac, respiratory, neurological, and integumentary system emergencies and emergencies related to heat and cold exposure, bites, stings, and poisoning;
 - (B) describe the medical care for patients experiencing diabetic, cardiac, respiratory, neurological, and integumentary system emergencies and emergencies related to heat and cold exposure, bites, stings, and poisoning;
 - (C) identify common medications administered by an EMT-Basic and identify the steps for assisting a patient with self-administration of prescribed medications;
 - (D) identify common respiratory emergencies, including asthma, chronic obstructive pulmonary disease (COPD), and anaphylaxis;

- (E) describe appropriate emergency medical care for respiratory distress, including the administration of oxygen, prescribed inhalers, and nebulized medications;
- (F) identify cardiovascular emergencies, including heart attack, stroke, and cardiac arrest, and describe signs and symptoms of cardiovascular disease;
- (G) describe and demonstrate standard placement protocols for applying 4-lead and 12-lead electrocardiogram (ECG) electrodes to a patient for cardiac monitoring;
- (H) explain the purpose and procedures for transmitting a 12-lead ECG to a receiving hospital using appropriate communication equipment and procedures;
- (I) simulate the administration of prescribed nitroglycerin for chest pain, following proper dosage, indications, and contraindications;
- (J) explain the function and demonstrate the proper use of an automated external defibrillator (AED) for a cardiac arrest scenario;
- (K) identify signs and symptoms of altered mental status associated with a patient taking diabetic medications;
- (L) list steps in emergency medical care for a hypoglycemic patient, including the administration of oral glucose;
- (M) identify the signs and symptoms of an allergic reaction, including respiratory distress, hives, and swelling;
- (N) describe emergency care procedures for allergic reactions, including airway assessment and administration of a prescribed epinephrine auto-injector;
- (O) identify the signs and symptoms of poisoning or overdose and ways poisons enter the body;
- (P) explain emergency medical care for suspected poisoning, including indications, contraindications, and procedures for administering activated charcoal;
- (Q) identify, assess, and record patient vital signs, including pulse, respiratory rate, blood pressure, and oxygen saturation;
- (R) describe and demonstrate proper techniques for lifting and moving patients;
- (S) list signs and symptoms of water-related emergencies and describe complications and medical care of near-drowning victims;
- (T) define behavioral emergencies and explain their impact on patient care, scene safety, and EMS response;
- (U) identify medical and legal considerations in psychological emergencies and describe common causes of psychological crises;
- (V) describe emergency medical care for a patient experiencing behavioral distress, including assessment and de-escalation techniques;
- (W) describe safe restraint techniques for violent or combative patients;
- (X) list common ~~[pre-delivery pregnancy]~~ signs and symptoms ~~during pregnancy that can indicate a medical complication requiring~~ ~~[related to medical complications that require]~~ immediate attention by a physician; and
- (Y) identify ~~procedures~~ ~~[practical steps]~~ to stabilize a pregnant ~~female exhibiting~~ ~~[patient who exhibits]~~ signs and symptoms ~~of~~ ~~[related to]~~ medical complications ~~requiring~~ ~~[that require]~~ immediate attention by a physician.
- (7) The student explores mechanisms of injury and pathophysiology of traumatic injury across body systems. The student is expected to:

- (A) describe how shock affects major body systems, including the cardiovascular, respiratory, and renal systems, and demonstrate emergency medical care appropriate for a patient exhibiting signs and symptoms of shock;
- (B) describe and demonstrate emergency care for controlling external bleeding, including the use of direct pressure, pressure points, and tourniquets;
- (C) identify signs and symptoms of internal bleeding and describe appropriate emergency medical care;
- (D) identify signs and symptoms of internal bleeding based on mechanism of injury;
- (E) identify types of soft tissue injuries, including open, closed, and burn-related injuries;
- (F) describe emergency care for closed soft tissue injuries, including contusions, hematomas, and crush injuries;
- (G) describe and demonstrate proper techniques for dressing wounds, bandaging, and applying splints and tourniquets;
- (H) identify bones of the musculoskeletal system and describe functions of each bone group;
- (I) identify the difference between open fractures and closed fractures and explain how each type of fracture affects the implementation of musculoskeletal care;
- (J) demonstrate proper immobilization of a painful, swollen, and deformed extremity using appropriate splinting techniques;
- (K) analyze functional relationship between the skeletal and nervous systems;
- (L) evaluate specific mechanisms of cervical spine injury; and
- (M) describe and apply stabilization techniques for cervical spine injuries to a patient in a simulated setting.
- (8) The student analyzes medical emergencies involving ill or injured infants and children. The student is expected to:
 - (A) differentiate emergency response care for infants, children, and adults based on anatomical and physiological differences;
 - (B) describe and demonstrate proper techniques of foreign body airway obstruction removal in children and infants;
 - (C) describe and demonstrate proper medical assessments, bag-valve-mask ventilations, and oxygen delivery for infants and children; and
 - (D) describe emergency care procedures for managing seizures, respiratory emergencies, hypoperfusion, and cardiac arrest in infants and children.
- (9) The student describes the safe operation of an ambulance and related emergency response procedures. The student is expected to:
 - (A) describe state laws related to the operation of an ambulance;
 - (B) define cleaning, disinfection, high-level disinfection, and sterilization according to infection control standards;
 - (C) describe procedures for cleaning and disinfecting patient care equipment and preparing an ambulance for the next emergency response;
 - (D) identify the types and uses of personal protective equipment (PPE) required for an EMT-Basic in various emergency response scenarios;
 - (E) explain the purpose and fundamental components of patient extrication in emergency situations;

- (F) distinguish between simple and complex access methods used during vehicle entrapment and describe considerations for patient safety;
- (G) describe the roles and responsibilities of an EMT-Basic during a hazardous materials incident;
- (H) describe the actions and sequential steps an EMT-Basic should take when responding to a hazardous materials call in accordance with safety protocols;
- (I) identify the criteria used to identify a multiple-casualty incident;
- (J) describe the criteria used to initiate disaster operations in response to large-scale emergencies; and
- (K) explain and demonstrate triage principles used during a mass casualty incident and describe the components of an established triage system.

Proposed Instructional Materials Review and Approval (IMRA) Process

0: IMRA Rubrics | Steps 1–12

Review Step	SBOE	TEA	ESCs	Stakeholders	Publishers
1	Adopt a multi-year plan that considers future standards revisions, informing the next IMRA quality rubric subject areas and grade level/courses.				
2		Convene internal subject-area working groups to develop draft quality rubrics.			
3		Seek internal feedback from larger group of subject-area staff.			
4		- Post initial quality rubric draft(s), public comment forms, and focus group announcement online. - Share information via listservs, direct emails to known stakeholders (e.g., SBOE members, ESCs, TEKS working group members).			
5		Present draft rubric to SBOE for discussion.			
6	- Share focus group opportunities with constituents, promote public comment submission, and review and provide feedback to TEA on draft quality rubric(s). - Speak to trusted advisors about the quality rubric. - Share feedback with TEA.	If time allows, facilitate a mock review using draft quality rubric to identify areas of ambiguity and/or duplication and to provide overall feedback on the usability of the quality rubric.	Coordinate and facilitate focus groups and collect regional feedback on draft quality rubric(s).	Participate in focus groups or provide public comment.	Participate in focus groups or provide public comment.

Review Step	SBOE	TEA	ESCs	Stakeholders	Publishers
7		Synthesize feedback from focus groups and public comment to create and post a second draft and a memo of changes.			
8		Survey individuals who provided public comments on the impact of changes made to the second draft. Survey mock review participants on the impact of changes made to the second draft.	Survey focus group participants on the impact of changes made to the second draft.	Provide feedback on revisions.	Provide feedback on revisions.
9		Finalize quality rubric draft and submit to SBOE for approval.			
10	BOARD ACTION: Approve quality rubric or provide guidance to TEA for revisions.				
11.A		- If approved in Step 10, post final quality rubric and move to Step 12. - If not approved, move to Step 11.B.			
11.B		Revise quality rubric based on SBOE guidance and submit to SBOE for approval. (Return to Step 10 and repeat until quality rubric is approved.)			
12		Develop quality rubric evidence guides.			Develop or revise instructional materials to align with the quality rubric in preparation for future review.

1: Publisher Applications and Materials Selection ~~Application Phase~~ | Steps 13–1820

Review Step	SBOE	TEA	ESCs	Stakeholders	Publishers
13	Issue a proclamation, if appropriate. See 19 TAC §67.21(b) .	Issue the annual request for instructional materials (RFIM). See 19 TAC §§67.21(c)–(d) .			
14	Encourage publisher participation and consider which materials might be required to participate.	• Post RFIM and advertise opportunity online and via listservs, direct emails to known stakeholders (e.g., publishers, SBOE members, ESCs). • Host publisher webinars to share the opportunity, discuss requirements, and answer questions.			• Review requirements in the RFIM (e.g., deadlines, quality and suitability rubric-alignment, etc.) and in 19 TAC §67.23. • Attend office hours to deepen understanding of requirements for participation. • If appropriate, apply to participate using the method outlined in the RFIM. • Respond to RFIM with submissions. See 19 TAC §67.23.
15		Conduct market share analysis for the subject area(s) and grade level(s)/course(s) included in the RFIM. Review applications for compliance with minimum requirements, provide feedback on readiness, and remove from consideration incomplete applications.			May withdraw RFIM application.

Review Step	SBOE	TEA	ESCs	Stakeholders	Publishers
16		If needed, produce a list for the SBOE of materials recommended for review using prioritization protocol: - Any materials required to be reviewed by the SBOE. - Materials related to the most recently revised TEKS for which a Proclamation was issued. - Open Education Resource (OER) instructional materials - Highest market share based on the most recent TEKS Certification and allotment spend data. - Voluntary publisher submissions - First year for IMRA rubric in a subject/grade level - Materials related to recently-revised TEKS - District-created submissions			
17	BOARD ACTION: SBOE may, by majority vote, request that materials be added to the list of materials to be included in the review cycle.	Present the market share analysis and a list of materials for review using steps 2–6 of the prioritization protocol to the SBOE.			Publishers who were not selected must reapply to be considered for future review cycles. Return to Step 14 in a future cycle.
18		Notify publishers of selection and communicate next steps for participation.			Finalize submission packet for IMRA review.

Review Step	SBOE	TEA	ESCs	Stakeholders	Publishers
<u>19</u>			<u>Upon finalization and publication of the list of instructional materials selected for review, each ESC shall identify and disclose to TEA any actual, potential, or perceived conflicts of interest related to the IMRA cycle.</u> <u>This requirement includes, but is not limited to, contractual, financial, advisory, or partnership relationships with any publisher whose materials are included on the finalized review list for this cycle.</u>		
<u>20</u>		<u>Post any reported conflicts to the SBOE website and notify members.</u>			

2: IMRA Reviewer Application and Selection | Steps ~~19–30~~ 21–30

Review Step	SBOE	TEA	ESCs	Stakeholders	Publishers
~~19~~ <u>21</u>	Affirm participation in Fast Pass quality reviewer selection. See 19 TAC §67.27 (e) .	Provide SBOE members with the database of individuals who have served on an IMRA review panel (only reviewers from the previous two cycles are eligible for the Fast Pass).			
~~20~~ <u>22</u>		- Open reviewer application - Post on SBOE website			
~~21~~ <u>23</u>	Share the quality reviewer application and promote with constituents.	Share information via listservs, direct emails to known stakeholders (e.g., SBOE members, ESCs, TEKS working group members), and at subject-related conferences.	Share the application with regional educators and promote participation.	Submit quality and/or suitability reviewer applications.	
~~22~~ <u>24</u>	Submit suitability reviewer appointment nominees. See 19 TAC §67.27 .				
~~23~~ <u>25</u>		Contact suitability reviewer appointment nominees and request a completed application.			
~~24~~ <u>26</u>		- Confirm suitability reviewer appointment nominee eligibility and prepare a dashboard for ranking. - Confirm quality reviewer applicant eligibility, apply initial staff rating for all quality reviewer applications, and prepare a dashboard with results.			

Review Step	SBOE	TEA	ESCs	Stakeholders	Publishers
~~25~~ <u>27</u>	BOARD ACTION: - SBOE member may adjust quality reviewer rankings, veto applicants, and/or identify top candidates within the two-week selection time period for quality reviewer selection. See 19 TAC §67.27 (d). - Rank all suitability reviewer appointment nominees from most preferred to least preferred.	Share quality and suitability reviewer dashboards with the SBOE.			
	Repeat steps ~~18~~<u>21</u>–~~24~~<u>27</u> as needed.				
~~26~~ <u>28</u>		Form teams using the SBOE-approved quality and suitability reviewers using rules outlined in 19 TAC §67.27 (d)(10) .			
~~27~~ <u>29</u>		- Notify individuals of their appointment and execute reviewer contract. - Notify individuals not selected. - Update SBOE member dashboard with reviewer status. ~~If reviewer declines, see step 27.~~			Begin “no contact period,” during which IMRA reviewers may not interact or communicate with publishers participating in the IMRA cycle.
	See 19 TAC §67.29 limitations on contact with IMRA reviewers now in effect.				

Review Step	SBOE	TEA	ESCs	Stakeholders	Publishers
~~28~~ <u>30</u>		- If an individual invited to serve on a quality review panel declines the invitation, TEA will notify the relevant SBOE member. Notify SBOE member(s) of need for replacement(s) as needed. - If an individual invited to serve on a suitability review panel declines the invitation, TEA will then invite the next eligible reviewer from the SBOE member's list.			
~~29~~ <u>31</u>	PLACEHOLDER — board decision pending on 19 TAC §67.27 regarding language on reviewer replacement. Upon notification from TEA that a quality review declined their invitation to serve, the relevant SBOE member will select an alternate from the list of candidates and notify TEA within one week.	- To the extent an SBOE member fails to select an alternate quality reviewer within one week, TEA will select the top-ranked applicant from the member's reviewer dashboard. - If an individual invited to serve on a suitability review panel declines the invitation, <u>TEA will then invite the next eligible reviewer from the SBOE member's list.</u>			
~~30~~ <u>32</u>		- Update reviewer status in the selection dashboards. - Inform board members of teaming completion.			

3: Instructional Materials Reviews | Steps ~~31-33~~ 33-36

Review Step	SBOE	TEA	ESCs	Stakeholders	Publishers
~~31~~ <u>33</u>		- Notify SBOE Members of the training schedule. - Train review teams on standards alignment process, application of the IMRA Quality and laws and rules through the Suitability rubric, and identification of factual errors. - Post instructional materials being reviewed (or access information) and public comment form to TEA and SBOE website.			
	Public comment opens.				
~~32~~ <u>34</u>	- Promote public review of materials during the public comment period. BOARD ACTION: conduct individual review or coordinate reviews with trusted advisors/content experts during the public comment period. - Submit formal feedback using the public comment form.	Promote public review of materials via listservs and subject-related conferences.	Promote public review of materials in region.	Review materials and provide public comment	Monitor IMRA review dashboard to view and respond to feedback.
~~33~~ <u>35</u>		- Facilitate reviews on behalf of the SBOE. - Regularly conduct cross-alignment checks across product offerings.			Monitor IMRA review dashboard to view and respond to reviewer feedback.

Review Step	SBOE	TEA	ESCs	Stakeholders	Publishers
~~34~~ <u>36</u>	Host public hearing to hear public oral testimony regarding materials being reviewed in the current cycle. BOARD ACTION: State for the record any specific feedback for publishers before the final vote.	Provide an update on the review.		Register to give public oral testimony.	Respond to public testimony in their list of corrections and editorial changes before SBOE meeting.
	Public comment closes.				

4: Appeals and Proposed Changes | Steps ~~34-46~~ 37-49

Review Step	SBOE	TEA	ESCs	Reviewers	Publishers
~~35~~ <u>37</u>		Release standards alignment results to publishers, including reviewer-identified errors and feedback.			Eligible publishers submit appeals for standards alignment based on findings of the SBOE’s reviewers. To be eligible to have content added, the material must, upon its initial review, be identified as meeting: • at least 75% of the TEKS or TPG coverage percentage required for approval; • and at least 75% of the ELPS required for approval.

Review Step	SBOE	TEA	ESCs	Reviewers	Publishers
~~36~~ <u>38</u>		Release quality and suitability review findings to publishers.			• If applicable, submit quality and suitability review findings by providing new content. • All publishers are eligible for quality review appeals. They may appeal the scores and evidence for up to 25% of the quality rubric indicators. Publishers of full-subject, Tier one English or Spanish language arts and partial-subject, Tier one phonics may also appeal scores and evidence for quality rubric section 4. Phonics Rule Compliance. • All publishers are also eligible for suitability review appeals and may supply new content or revisions for all section 1 flags and for the absence of section 2 flags. • Submit publisher-initiated changes and respond to all reviewer and public errors and feedback.
~~37~~ <u>39</u>		• Facilitate publisher appeals. • Release publisher appeals submissions to review teams.		• Regularly conduct cross alignment checks across product offerings. • Reviewers consider publisher evidence, corrections, and changes.	

Review Step	SBOE	TEA	ESCs	Reviewers	Publishers
~~38~~ <u>40</u>		- Communicate final appeals decisions to publishers and prepare final reports for SBOE. <u>Reports from suitability reviews will include all flags submitted by reviewers and responses received from publishers.</u>			
~~39~~ <u>41</u>		Share Commissioner’s recommendations and submit final review reports as attachments for the final SBOE vote agenda item.			- Submit publisher statement in response to the final report. - Validate the final report and confirm that there are no technical errors or inconsistencies.
~~40~~ <u>42</u>		Publish reports to IM internet website.			

Review Step	SBOE	TEA	ESCs	Reviewers	Publishers
~~41~~ <u>43</u>	BOARD ACTION: COFB (Tuesday): Recommend to - place IM on the list of approved materials pending proposed revisions; - place IM on the list of proposed rejected materials; or - take no action. Full Board (Friday): Vote to - place IM on the list of approved materials pending proposed revisions; - place IM on the list of proposed rejected materials, and issue proclamation for cure period; - or, take no action.	Present final review reports and recommendations to the SBOE.			
~~42~~ <u>44</u>		Publish approved and proposed rejected list on the SBOE website and advertise via listservs and at subject-related conferences.			Begin to complete proposed revisions and corrections.
~~43~~ <u>45</u>					Submit finalized revisions and corrections.

Review Step	SBOE	TEA	ESCs	Reviewers	Publishers
~~44~~ <u>46</u>		- Agency verifies content revisions or factual error corrections are complete. - In addition, re-certifies compliance with accessibility, manufacturing standards, interoperability, and parent portal requirements.			
~~45~~ <u>47</u>					Submit instructional materials to the National Institute Materials Access Center (NIMAC)
~~46~~ <u>48</u>		Execute and present to SBOE a final after-action review on the current year’s cycle.			
~~49~~ <u>49</u>	BOARD ACTION: Vote to affirm the verification and act on any changes not completed by publishers.	Present verification of changes from approved programs to the SBOE.			

5: Cure Period | Steps ~~47–55~~ 50–58

Review Step	SBOE	TEA	ESCs	Reviewers	Publishers
~~47~~ <u>50</u>		Post the <i>Proclamation for Proposed Rejected Instructional Materials</i> and notify publishers.			
~~48~~ <u>51</u>		Establish reviewer teams using any reviewers who opt to extend their review contracts and assign teams to programs following steps for team building in administrative code.			Respond to the proclamation and submit required revisions to address identified deficiencies in proposed rejected programs.
~~49~~ <u>52</u>	BOARD ACTION: If a publisher does not respond to the proclamation with required revisions, then board acts to place those publisher programs on the List of Rejected Instructional Materials <u>with a defined effective date before the start of the next school year.</u> (January/February SBOE Meeting)				
~~50~~ <u>53</u>				Conduct re-review of revised materials.	
~~51~~ <u>54</u>		Release review findings to publishers.			- Submit publisher statement in response to the final cure-period report. - Validate the final cure period report and confirm that there are no technical errors or inconsistencies.
~~52~~ <u>55</u>		Release cure-period review findings to the SBOE.			

Review Step	SBOE	TEA	ESCs	Reviewers	Publishers
~~53~~ <u>56</u>	BOARD ACTION: Board takes final vote on instructional materials that were part of the cure period. <u>The Board takes a final vote on the instructional materials submitted during the cure period. If the Board votes to place any materials on the List of Rejected Instructional Materials, the action will include a specified effective date that occurs before the start of the next school year.</u> (April SBOE Meeting)				
~~54~~ <u>57</u>	BOARD ACTION: If a program was previously on the List of Rejected Instructional Materials, and the most recent vote places the materials in the “no action” status, then SBOE may vote to remove the program from the List of Rejected Instructional Materials per <u>19 TAC, §67.43(h).</u>				
~~55~~ <u>58</u>		Publish updated approved and rejected lists on the SBOE website and advertise via listservs and at subject-related conferences.			• If approved, go to Step ~~42~~ <u>45</u> of the process. • If rejected, publishers may submit materials to a future review cycle. • If SBOE takes no action, publishers may submit materials to a future review cycle.

ATTACHMENT
Text of Proposed Amendment to 19 TAC

Chapter 67. State Review and Approval of Instructional Materials

Subchapter B. State Review and Approval

§67.27. IMRA Reviewers: Eligibility and Appointment.

- (a) All instructional materials review and approval (IMRA) reviewers must complete an application. The application will include a resume and supervisor, if applicable, or another reference contact information and must request any professional associations, affiliations, and groups in a format approved by the State Board of Education (SBOE) chair. SBOE members shall have access to all completed applications in their respective districts.
- (b) The IMRA reviewer application shall be posted to the SBOE website.
- (c) An IMRA reviewer may serve as a quality reviewer or as a suitability reviewer.
- (d) Quality reviewers.
 - (1) IMRA quality reviewers must meet one of the following minimum qualification requirements:
 - (A) educators with three or more years of experience;
 - (B) district or campus personnel who have taught and/or directly supported the grade level(s) and subject area(s) or course(s) for at least three years;
 - (C) professors at an accredited institution of higher education in Texas with at least three years or more experience in the subject area(s) or courses; or
 - (D) persons with evidence of strong content knowledge and experience in the grade level(s) and subject area(s) or course(s).
 - (2) The Texas Education Agency (TEA) may reject a quality reviewer applicant if the candidate does not meet minimum eligibility as outlined in this section with approval of the SBOE member for which the applicant is a district resident. The member has one week to respond to TEA's decision. If the SBOE member approves applicants who were previously rejected by TEA, those applications shall be reinstated to the applicant pool to be rated.
 - (3) All eligible quality reviewer applicants shall be evaluated by TEA staff using the applicants' experience and qualifications rated on a scale of 1-3. The best qualified individuals are ranked 1.
 - (4) Once rated, all eligible quality reviewer applicants are shared with the SBOE member for which the applicant is a district resident.
 - (5) TEA staff provides all quality reviewer applicants and their applications to the SBOE member for which the applicant is a district resident, and the SBOE member may adjust rankings, veto applicants, and/or identify top candidates.
 - (6) The SBOE member has two weeks to return applicants and their rankings to TEA staff. If the SBOE member does not submit a response, TEA staff's ranking shall remain unchanged.
 - (7) IMRA quality reviewers must be approved by the SBOE member for which they are a district resident.
 - (8) If an individual invited to serve on a quality review panel declines the invitation, the relevant SBOE member will select an alternate from the list of candidates within one week. To the extent an SBOE member fails to select an alternate within one week, the top-ranked applicant is deemed selected.
 - (9) In the event TEA does not receive enough applications to fill available roles, TEA may:
 - (A) reduce the size of the review team to no fewer than three reviewers;

- (B) postpone the review of materials using the SBOE-approved strategy for prioritizing selection of instructional materials for review; or
 - (C) modify the review schedule to allow for additional recruitment efforts.
- (10) TEA staff shall build quality review panels using top candidates identified from each SBOE district. As final selections are made, TEA may consider the following characteristics to ensure that each individual review panel is balanced and has the necessary qualifications. The guidelines are established to ensure that the work groups are highly qualified, reflect the make-up of the state's educators, and include representation from the following.
- (A) Experience: highly qualified educators and others with evidence of strong content knowledge and experience in the subject and/or grade level or bands and/or course(s).
 - (B) Position: a variety of positions reflected such as parents, classroom teachers, campus- and district-level administrators/specialists, education service center subject area personnel, representatives from higher education, and community members, including employers.
 - (C) School district size: large, midsize, and small school districts.
 - (D) Demographics: multiple and different racial and ethnic groups and males and females.
 - (E) School district/charter school: a variety of local education agencies are represented, including open-enrollment charter schools.
 - (F) Expertise: if a work group is assigned a grade band, at least one reviewer with experience teaching for each grade level will be prioritized.
- (11) TEA staff shall maintain a database of individuals who have served on an IMRA review panel during the review process.
- ~~(12) Only if the SBOE member responds affirmatively to a request from TEA will an applicant be exempt from subsection (a) of this section, and only if the applicant has previously served as an IMRA quality reviewer in at least one of the prior two IMRA cycles and received an acceptable performance rating.~~
- ~~[(12) Applicants are exempt from subsection (a) of this section if they have previously served as an IMRA quality reviewer and received an acceptable performance rating; however, an SBOE member may waive this provision and require all applicants to resubmit their applications in accordance with subsection (a) of this section.]~~
- (e) Suitability reviewers.
- (1) Texas residency is a minimum requirement for any IMRA suitability reviewer.
 - (2) Each SBOE member may ~~[shall]~~ annually nominate a minimum of 40 ~~[20]~~ applicants to serve as suitability reviewers and rank them from most preferred to least preferred.
 - ~~(3) At least 20% of nominees must be fluent in the Spanish language and ranked separately from most preferred to least preferred.~~
 - ~~(4) For the review of instructional materials for languages other than English, members may [must] each nominate and rank at least five reviewers fluent in the languages to be reviewed.~~
 - ~~(5) [(3)]~~ A panel for suitability review consists of three reviewers and shall reflect the political affiliation of the membership of the SBOE. No more than one suitability reviewer per panel may be nominated by [from] any one SBOE member [district].
 - ~~(6) [(4)]~~ TEA staff shall build suitability review panels using top candidates identified from each SBOE district. As final selections are made, TEA may consider the following characteristics to ensure that each individual review panel is balanced and has the necessary qualifications.
 - (A) Experience: successful participation as a quality or suitability reviewer in a past review.
 - (B) Demographics: multiple and different racial and ethnic groups and males and females.

- (7) ~~(5)~~ If an individual invited to serve on a review panel declines the invitation, TEA will then invite the next eligible reviewer from the SBOE member's list. [the relevant SBOE member will select an alternate from the list of candidates within one week. To the extent a member fails to select an alternate within one week, the top ranked applicant is deemed selected.]
- (8) ~~(6)~~ If there are not enough suitability reviewers available for a review cycle, TEA shall request more nominations from each SBOE member. To the extent a member fails to nominate additional candidates within one week of being notified by TEA , candidates from other SBOE member districts may be considered.
- (9) If TEA still requires additional suitability candidates to complete the review after notifying SBOE members of the need for more nominations and fewer than 14 calendar days remain before the review begins, final reviewer selections shall be made in consultation with the SBOE chair to preserve SBOE authority.
- (10) ~~(7)~~ If an SBOE member who nominated reviewers no longer holds the office before the start of the annual review, the new SBOE member may nominate different suitability reviewers or adjust their rankings. If the office is vacant, the SBOE chair may nominate different suitability reviewers or adjust their rankings.

TEXAS ADMINISTRATIVE CODE: As in effect on 3/12/2026.

TITLE 13. CULTURAL RESOURCES

PART 1. TEXAS STATE LIBRARY AND ARCHIVES COMMISSION

CHAPTER 4. SCHOOL LIBRARY PROGRAMS

SUBCHAPTER A. STANDARDS AND GUIDELINES

§4.2. School Library Programs: Collection Development Standards.

(a) Each Texas public school district board or governing body must approve and institute a collection development policy that describes the processes and standards by which a school library acquires, maintains, and withdraws library materials as defined by Education Code, §33.020(3).

(b) A school library collection should include materials that are age appropriate and suitable to the campus and students it serves and include a range of materials. A school library collection should:

(1) Enrich and support the Texas Essential Knowledge and Skills (TEKS) and curriculum established by Education Code, §28.002 (relating to Required Curriculum), while taking into consideration students' varied interests, maturity levels, abilities, and learning styles;

(2) Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards;

(3) Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis; and

(4) Represent the ethnic, religious, and cultural groups of the state and their contribution to Texas, the nation, and the world.

(c) A school library collection development policy must:

(1) Describe the purpose and collection development goals;

(2) Designate the responsibility for collection development;

(3) Establish procedures for the evaluation, selection, acquisition, reconsideration, and deselection of materials;

(4) Consider the distinct age groups, grade levels, and possible access to materials by all students within a campus;

(5) Include a process to determine and administer student access to material rated by library material vendors as "sexually relevant" as defined by Education Code, §35.001 consistent with any policies adopted by the Texas Education Agency and local school board requirements;

(6) Include an access plan that, at a minimum, allows efficient parental access to the school district's physical library catalog and online library catalog; and

(7) Comply with all applicable local, state, and federal laws and regulations. Specifically, a collection development policy must:

(A) Recognize that parents are the primary decision makers regarding their student's access to library material;

(B) Prohibit the possession, acquisition, and purchase of:

(i) harmful material, as defined by Education Code, §33.020(1);

(ii) library material rated sexually explicit material by the selling library material vendor under Education Code, §35.002;

(iii) library material that is pervasively vulgar or educationally unsuitable as referenced in Board of Education v. Pico, 457 U.S. 853 (1982);

(iv) library material containing indecent content as defined by Education Code, §33.020(2) or profane content as defined by Education Code, §33.020(4);

(v) or library material that refers a person to an Internet website containing content prohibited under this subsection, including by use of a link or QR code, as defined by Health and Safety Code, §443.001;

(C) Recognize that obscene content is not protected by the First Amendment to the United States Constitution;

(D) Be required for all library materials available for use or display, including material contained in school libraries, classroom libraries, online catalogs, library mobile applications, and any other library catalog a student may access;

(E) Ensure schools provide library catalog transparency, including, but not limited to:

(i) Online catalogs that are publicly available; and

(ii) Information about titles and how and where material can be accessed;

(F) Recommend schools communicate effectively with parents regarding collection development, including, but not limited to:

(i) Access to district/campus policies relating to school libraries;

(ii) Consistent access to library resources; and

(iii) Opportunities for students, parents, educators, and community members to provide feedback on library materials and services;

(G) Prohibit the removal of material based solely on the ideas contained in the material or the personal background of the author of the material or characters in the material; and

(H) Demonstrates a commitment to compliance with the Children's Internet Protection Act (Pub. L. No. 106-554), including through the use of technology protection measures, as defined by that Act.

(d) Evaluation of materials as referenced in this section includes a consideration of the factors described in subsection (b) of this section, consideration of local priorities and school district standards, including recommendations of a local school library advisory council if the district has established one under Education Code, §33.025, and at least two of the following:

(1) Consideration of recommendations from parents, guardians, and local community members;

(2) Consultation with the school district's educators and library staff and/or consultation with library staff of similarly situated school districts and their collections and collection development policies;

(3) An extensive review of the text of item;

(4) The context of a work, including consideration of the contextual characteristics, overall fit within existing school library collection, and potential support of the school curriculum; or

(5) Consideration of authoritative reviews of the items from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.

(e) A reconsideration process as referenced in this section should ensure that any parent or person standing in parental relation to a student enrolled in the school district, a person employed by the district, or a person residing in the district may request the reconsideration of a specific item in their school district's library catalog. A reconsideration process should:

(1) Establish a uniform procedure an individual must follow when filing a request;

(2) Require a school district to include a form adopted by the Texas Education Agency to request a reconsideration of an item on the school's public internet website if the school has a public internet website or ensure the form is publicly available at a school district administrative office;

(3) Require that the completed form be distributed to the superintendent or superintendent designee, school librarian, school district board of trustees or governing body at the time of submission;

(4) Include a reasonable timeframe, approved by the school board, for the review and recommendation by a committee charged with the review of the item in its entirety. A district should convene a review committee in accordance with criteria established by the district to ensure a thorough and fair process. A reasonable timeframe should take no longer than 90 days after the date the request for reconsideration is received and take into account:

(A) The time necessary to convene a committee to meet and review the item;

(B) Flexibility that may be necessary depending on the number of pending reconsideration requests; and

(C) Other factors relevant to a fair and consistent process, including informing the requester on the progress of the review in a timely fashion;

(5) Prohibit students enrolled in the district from accessing the material until the district takes action in response to the request for reconsideration;

(6) Include a review and appeal process approved by the school district board of trustees or governing body; and

(7) Provide that if an item has gone through the reconsideration process and remains in the collection, a school district may not be required to reconsider an item within two calendar years of the final decision.

(f) School districts should ensure a professional librarian certified by the State Board for Educator Certification or other dedicated professional library staff trained on proper collection development standards is responsible for the selection and acquisition of library materials.

(g) A school district must develop collection assessment and evaluation procedures to periodically appraise the quality of library materials in the school library to ensure the library's goals, objectives, and information needs are serving its school community and should stipulate the means to weed or update the collection.

(h) A school district's collection development policy should be reviewed at least every three years and updated as necessary.

(i) School districts may add procedures to these minimum requirements to satisfy local needs so long as the added procedures do not conflict with these minimum requirements.

(j) School districts are responsible for ensuring their school libraries implement and adhere to these collection development standards.

Minutes

State Board of Education

February 25, 2026

Minutes
State Board of Education
Wednesday, February 25, 2026

The State Board of Education met at 6:45 p.m. on Wednesday, February 25, 2026, in room #2.035 of the Barbara Jordan Building, 1601 N. Congress Avenue, Austin, Texas.

The Invocation, Pledge of Allegiance to the Flag of the United States of America, and Salute to the Texas Flag were led by Dr. Audrey Young.

Staff called the roll.

Present: Aaron Kinsey, chair; Gustavo Reveles; LJ Francis; Marisa B. Perez-Diaz; Staci Childs; Rebecca Bell-Metereau; Will Hickman; Julie Pickren; Audrey Young; Keven Ellis; Tom Maynard; Brandon Hall; Pam Little; Tiffany Clark; Evelyn Brooks

Public Testimony

No members of the public provided testimony.

COMMITTEE OF THE FULL BOARD

1. **Consideration of Removal of Instructional Materials from the List of Rejected Instructional Materials**
(Board agenda page I-1)

RECOMMENDATION: That the State Board of Education:

Remove Kiddom, Inc.'s, Texas Math: Grade 6 Powered by Kiddom (ISBN 9798894308951), and Texas Math: Algebra 1 Powered by Kiddom (ISBN 9798894309101) programs from the List of Rejected Instructional Materials.

The recommendation was adopted 13-0.

2. **Approval of Updates to Approved Instructional Materials**
(Board agenda page I-3)

RECOMMENDATION: That the State Board of Education:

Approve requests to update content previously approved through the IMRA process from the Texas Education Agency in their materials for:

- *Bluebonnet Learning Secondary Mathematics for grades 6–8, Algebra I, Geometry, Algebra II and grade 6 Spanish mathematics;*
- *Bluebonnet Learning Mathematics for grades K–5 English and Spanish mathematics; and*
- *Bluebonnet Learning Reading Language Arts for grades K–5 English and Spanish language arts and reading;*

with the requirement that all approved changes be reflected in the digital formats of the materials within 30 days of approval by the SBOE, and that identical updates to print formats be incorporated into the publisher's or manufacturer's next press run.

The recommendation was adopted 9-6.

3. Approval of Required Civics Training Program
(Board agenda page I-200)

RECOMMENDATION: That the State Board of Education:

Approve the content for the required civics training program for elementary school teachers and administrators.

The recommendation was adopted 10-4.

4. Approval of Required Parental Rights Training for District Trustees
(Board agenda page I-522)

RECOMMENDATION: That the State Board of Education:

Postpone consideration of this item to the regularly scheduled April SBOE meeting.

While pending, Dr. Ellis moved to amend the motion by adding: "The training will be in the format of the TEA Learn Platform with the Microsoft Immersive Reader tool availability, and not in a video format."

The motion was amended, and the recommendation that the State Board of Education "Postpone consideration of this item to the regularly scheduled April SBOE meeting. The training will be in the format of the TEA Learn Platform with the Microsoft Immersive Reader tool availability, and not in a video format." was adopted 14-0.

The meeting adjourned at 7:20 p.m.

Will Hickman, Secretary

Minutes

State Board of Education Committees

January 27-29, 2026

**Report of the State Board of Education
Committee of the Full Board
Tuesday, January 27, 2026**

Following an announced delay related to inclement weather, the State Board of Education Committee of the Full Board met at 2:00 p.m. on Tuesday, January 27, 2026, in room, #2.034 of the Barbara Jordan Building, 1601 N. Congress Avenue, Austin, Texas.

Present: Aaron Kinsey, chair; Gustavo Reveles; LJ Francis; Marisa B. Perez-Diaz; Rebecca Bell-Metereau, Will Hickman; Julie Pickren; Audrey Young; Keven Ellis; Tom Maynard; Brandon Hall; Tiffany Clark; Evelyn Brooks

Participating online: Staci Childs

Absent: Pam Little

Items were considered in the following order: 4, 5, 6, 7, 3. Items 1 and 2 were postponed to the 1/29/2026 meeting.

ACTION ITEMS

3. **Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements, and §74.12, Foundation High School Program**
(Board agenda page I-33)

Jessica Snyder, Senior Division Director, Curriculum Standards and Student Support, told the Board that the proposed new rules would update high school graduation requirements related to personal financial literacy, and the Texas Higher Education Coordinating Board direct admission program.

MOTION: *It was moved by Member Hickman that the Committee of the Full Board recommend that the State Board of Education:*

Approve for first reading and filing authorization the proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements, and §74.12, Foundation High School Program, as amended.

The motion was adopted as amended 11-1. The amended language is attached to these minutes.

SEE ATTACHMENT COFB 1

4. **IMRA Cycle 2025 After-Action Report and Approval of Proposed Amendments to the IMRA Process**
(Board agenda page I-39)

Colin Dempsey, Senior Division Director, District Operations, Technology, and Sustainability Supports, presented the after-action review of the Instructional Materials Review Approval (IMRA) process for IMRA Cycle 2025, including updates to the process required by the passage of HB 100, 89th Texas Legislature, Regular Session, 2025. He first discussed the IMRA Cycle 2025 After-Action Report, noting that each IMRA review process topic includes a summary of the topic, observations of the execution, and recommendations for future IMRA cycles.

He then walked through the specific changes for IMRA Cycle 2026 process proposed by staff, including both formatting changes and process changes. There were changes to each of the sections:

0. IMRA Rubrics,
 1. Application Phase,
 2. IMRA Reviewer and Materials Selection,
 3. Instructional Materials Review,
 4. Publisher Appeals, Proposed Changes, SBOE Approval, and PostApproval Compliance
 5. Cure Period

Mr. Dempsey answered questions from Board members.

MOTION: *It was moved by Member Hickman that the Committee of the Full Board recommend that the State Board of Education:*

Adopt the Proposed Amendments to the IMRA Process, as presented by staff.

The motion was adopted 10-1.

5. **Proposed Amendment to 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment (Second Reading and Final Adoption)**
(Board agenda page I-56)

Mr. Dempsey presented the proposed amendment, which would update the requirements for suitability reviewers and the process for the appointment and selection of suitability reviewers. No changes were recommended since approved for first reading.

MOTION: *It was moved by Member Hickman that the Committee of the Full Board recommend that the State Board of Education:*

Approve for second reading and final adoption the proposed amendment to 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment; and

Make an affirmative finding that immediate adoption of the proposed amendment to 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B,

State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment, is necessary and shall have an effective date of 20 days after filing with the Texas Register.

The motion was adopted 11-1.

6. Consideration of IMRA Cycle 2025 Proposed Rejected List and Existing List of Rejected Instructional Materials (Second Reading and Final Adoption)
(Board agenda page I-62)

Mr. Dempsey presented the item to allow the Board to move instructional materials from the List of Proposed Rejected Instructional Materials to the List of Rejected Instructional Materials if publishers of those programs did not submit changes in response to the IMRA Cycle 2025 Proclamation for Proposed Rejected Instructional Materials. This item also provides an opportunity for the SBOE to take action on any instructional materials currently on the existing List of Rejected Instructional Materials.

MOTION: *It was moved by Member Hickman that the Committee of the Full Board recommend that the State Board of Education:*

Add instructional materials from publishers who failed to submit revisions by the proclamation deadline to the official List of Rejected Instructional Materials as required by TEC 31.022(a), and identified with the language “No cure period revisions submitted” on the attached list.

The motion was adopted 11-2.

SEE COFB ATTACHMENT #2

7. Instructional Materials Review and Approval Cycle 2026 Update
(Board agenda page I-64)

Mr. Dempsey updated the Board on Instructional Materials Review Approval (IMRA) Cycle 2026, including a preliminary list of materials for review and an overview of the instructional materials market landscape.

During the presentation, Chair Kinsey read the following statement:

Upon reviewing this list during the presentation, I discovered that I have a non-financial personal interest that is in this measure. For that reason, I am making this disclosure and will not vote or otherwise participate in the decision. Please enter this disclosure in the minutes of this meeting.

Following the statement, Chair Kinsey passed the gavel to Member Hickman and left the room for the remainder of this item.

MOTION: *It was moved by Member Ellis that the Committee of the Full Board recommend that the State Board of Education:*

Approve to include the IMRA Cycle 2026 Proposed List of Instructional Materials for Review as a required instructional material to be reviewed per Texas Education Code, §31.023.(a)(1)(B).

Member Pickren moved to amend the motion by adding The Times Machine, Learn Multiplication and Division....Like Yesterday!, supplemental math 3rd grade. The motion to amend was adopted 10-0.

Member Pickren moved to amend the motion by adding:

- *Fountas and Pinnell Classroom, K–5 full-subject ELAR*
- *Fountas and Pinnell Literacy, K–5 full-subject ELAR*
- *Fountas and Pinnell Literacy Intervention, K–5 full-supplemental ELAR*
- *Heinemann, Fountas and Pinnell Phonics, Spelling, and Word Study, K–5 full-supplemental ELAR*
- *Fountas and Pinnell Literacy Continuum, K–5 full-supplemental ELAR*

The motion to amend was adopted 9-1.

The motion was adopted as amended 9-1.

Following the conclusion of this item, Member Kinsey returned to the meeting and resumed his duties as Chairman.

Chairman Kinsey adjourned the meeting at 8:00 pm.

**Report of the State Board of Education
Committee of the Full Board
Wednesday, January 28, 2026**

The State Board of Education Committee of the Full Board met at 9:00 a.m. on Wednesday, January 28, 2026, in room, #2.034 of the Barbara Jordan Building, 1601 N. Congress Avenue, Austin, Texas.

Present: Aaron Kinsey, chair; Gustavo Reveles; LJ Francis; Marisa B. Perez-Diaz; Staci Childs; Rebecca Bell-Metereau, Will Hickman; Julie Pickren; Audrey Young; Keven Ellis; Tom Maynard; Pam Little; Brandon Hall; Tiffany Clark; Evelyn Brooks

DISCUSSION ITEMS

1. Commissioner's Comments
(Board agenda page I-66)

Education Commissioner Mike Morath presented the TEA Annual Report for 2025, focusing on the goal that, by 2030, at least 60% of Texans will have a degree, certificate, or other postsecondary credential of value as part of Building a Talent Strong Texas. He discussed strategic priorities, and discussed HB2 from the 89th Legislative Session, which resulted in \$4.1B of new public education annual funding in 2025-2026.

The Commissioner addressed the unique challenges that Texas faces: 382K teachers – more than every other state in the US; 5.5M students, the 2nd largest public school student population in the US; the most rural students in the US; 857K students served in special education; 60% of the students are economically disadvantaged; and the fact that 1 in 5 non-English speaking student in the US is in a Texas classroom.

To support these unique challenges, the Commissioner discussed a systemic approach to supporting teachers, including various educator preparation pathways; the Teacher Incentive Allotment Investment; and reading and math academies.

JROTC programs and military readiness were discussed, as were resource campus designations. He highlighted the increased enrollment in special ed, particularly those with dyslexia, and the increased funding for those programs.

He noted the drop in the number of D and F campuses, with a related growth in A-graded campuses, and then reviewed the results from the 2024 NAEP report card.

The Commissioner conclude his report with a comparison of Texas student results vs. those for the state of New York, which spends over twice as much per student as Texas does.

2. Discussion of Required Civics Training Program
(Board agenda page I-67)

Shannon Trejo, Deputy Commissioner, Office of School Programs, discussed content for the required civics training program. She pointed out that this was statutory requirement, required for teachers who teach civics. She introduced the Civics Advisory Board which oversees this process.

She noted that ESCs will provide the training, and each campus will designate 1 Teacher and 1 Administrator to participate in civics training. Each teacher will complete 12 hours of training and receive a stipend for participation. Each participant will demonstrate mastery of the training content via an assessment(s) to receive certification.

Dr. Trejo discussed the program content, and the timeline and next steps.

3. Discussion of Vocabulary Lists for Kindergarten-Grade 12 Reading Language Arts
(Board agenda page I-68)

Dr. Trejo discussed commissioner of education recommendations for vocabulary lists required to be taught in each grade level K-12. She reviewed the statutory language requiring this work, and pointed out the importance of language comprehension in how children learn to read, and discussed research on the number of words to master per year in grades K – 12, and the importance of reading volume and depth. She then defined the process used to build the list, and the academic and domain-specific language which would appear on the list, as well as vocabulary that would be derived from the literary works.

ACTION ITEM

4. **Proposed New 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter A, Elementary, §110.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §110.30, Literary Works Lists, Grades 6-8, Adopted 2026; and Subchapter C, High School, §110.70, Literary Works Lists, High School, Adopted 2026; and Proposed New 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter A, Elementary, §128.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §128.30, Literary Works Lists, Grade 6 and English Learners Language Arts (ELLA), Grades 7 and 8, Adopted 2026; and Subchapter C, High School, §128.70, Literary Works Lists, High School, Adopted 2026**
(First Reading and Filing Authorization)
(Board agenda page I-69)

Members of the public provided testimony.

Dr. Trejo presented lists of literary works to be taught in each grade level as required by House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023. She noted that the SBOE is required to adopt a literary works list as an addendum to the ELAR TEKS, and the TEA is required provide the SBOE an initial draft of that literary works list. She discussed the characteristics of the literary works for elementary and secondary education. She noted the need to balance a common literary canon with the local autonomy to meet student needs.

Dr. Trejo noted that TEA performed extensive research and consultation in identifying titles for inclusion in a required literary works list. TEA also considered TEKS alignment; text complexity; suitability; cross-curricular connections; statutory requirements; multiple editions, versions, or adaptations; and groups of “anchor works” paired with shorter supportive literary works in grades 6-12; foundational literacy; and emergent bilingual support.

Dr. Trejo concluded her remarks by explaining the systemic interdependencies between TEKS, literary works, vocabulary and high quality instructional materials and assessments, and discussed the timeline.

MOTION: *It was moved by Member Little that the Committee of the Full Board recommend that the State Board of Education:*

Approve for first reading and filing authorization proposed new 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter A, Elementary, §110.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §110.30, Literary Works Lists, Grades 6-8, Adopted 2026; and Subchapter C, High School, §110.70, Literary Works Lists, High School, Adopted 2026; and proposed new 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter A, Elementary, §128.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §128.30, Literary Works Lists, Grade 6 and English Learners Language Arts (ELLA), Grades 7 and 8, Adopted 2026; and Subchapter C, High School, §128.70, Literary Works Lists, High School, Adopted 2026.

Member Hickman moved to amend the English language literary works lists as is attached, by keeping a total of 127, striking out a total of 168 works and adding 52 more, and asked that staff have an amendment prepared by Friday's SBOE meeting that is analogous to this amendment for the Spanish language literary works list.

Member Francis moved to recommend to the SBOE that this item be postponed to the next meeting.

The motion to recommend a postponement was adopted 13-1. The proposed amendment is attached to these minutes.

SEE ATTACHMENT COFB 3

5. Consideration of K – 12 Social Studies Texas Essential Knowledge and Skills Key Topics and Subtopics
(Board agenda page I-127)

The Content Advisors presented their key topics and subtopics to the COFB and answered questions.

MOTION: *It was moved by Member Hickman that the Committee of the Full Board recommend that the State Board of Education:*

Approve the Social Studies K – 12 TEKS Review and Revision Process Content Advisor Recommendations: Key Topics and Subtopics.

Without objection, further consideration of the motion was postponed until the Thursday meeting of the COFB.

6. Discussion of Pending Litigation
(Board agenda page I-201)

The committee did not discuss pending litigation; therefore, no executive session was held.

Chairman Kinsey adjourned the meeting at 9:44 pm.

Draft

**Report of the State Board of Education
Committee of the Full Board
Thursday, January 29, 2026**

The State Board of Education Committee of the Full Board met at 1:00 p.m. on Thursday, January 29, 2026, in room, #2.034 of the Barbara Jordan Building, 1601 N. Congress Avenue, Austin, Texas.

Present: Aaron Kinsey, chair; Gustavo Reveles; LJ Francis; Marisa B. Perez-Diaz; Staci Childs; Rebecca Bell-Metereau, Will Hickman; Julie Pickren; Audrey Young; Keven Ellis; Tom Maynard; Pam Little; Brandon Hall; Tiffany Clark; Evelyn Brooks

Items considered were Thursday Item 1, Tuesday 1, Tuesday 2, and Wednesday 5.

ACTION ITEM

1. Approval of State Library Collection Development Standards in Compliance with Senate Bill 13

(Board agenda page I-202)

Members of the public provided testimony.

Texas State Library and Archives Commission Representative reported that the Texas State Library and Archives Commission (TSLAC) is required, with approval by majority vote of the State Board of Education (SBOE), to adopt amendments to the standards for school library collection development in compliance with the newly adopted legislative requirements.

MOTION: *It was moved by Member Little that the Committee of the Full Board recommend that the State Board of Education:*

Approve the State Library Collection Development Standards, as presented by Texas State Library and Archives Commission staff.

The motion was defeated by a vote of 3-7.

MOTION: *It was moved by Member Francis that the Committee of the Full Board recommend that the State Board of Education:*

Take no action on the State Library Collection Development Standards, as presented by Texas State Library and Archives Commission staff.

The motion was adopted by a vote of 7-4.

T1. Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum

(Board agenda page I-1)

Jessica Snyder, Senior Division Director, Curriculum Standards and Student Support, presented information on the updated list of high school courses for personal financial literacy and economics that are required to be offered to students.

MOTION: *It was moved by Member Little that the Committee of the Full Board recommend that the State Board of Education:*

Approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum.

The motion was adopted amended 9-4. The amended language is attached to these minutes.

SEE ATTACHMENT COFB 4

T2. Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School, and Subchapter N, Law and Public Service
(Board agenda page I-5)

Ms. Snyder told the Board that the proposed new rules would add new TEKS developed by subject matter experts convened by the Texas State Technical College and Collin College that are needed for completion of career and technical education programs of study in law and public service. No changes are recommended since the TEKS were approved for first reading.

MOTION: *It was moved by Member Little that the Committee of the Full Board recommend that the State Board of Education:*

Approve for second reading and final adoption proposed new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School, §127.16, and Subchapter N, Law and Public Service, §§127.752, 127.753, 127.756, and 127.757; and

Make an affirmative finding that immediate adoption of proposed new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School, §127.16, and Subchapter N, Law and Public Service, §§127.752, 127.753, 127.756, and 127.757, is necessary and shall have an effective date of 20 days after filing with the Texas Register.

The motion was adopted as amended 10-2. The amended language is attached to these minutes.

SEE ATTACHMENT COFB 5A
SEE ATTACHMENT COFB 5B

W5. Consideration of K – 12 Social Studies Texas Essential Knowledge and Skills Key Topics and Subtopics
(Board agenda page I-127)

The Content Advisors presented their key topics and subtopics to the COFB and answered questions.

MOTION: *It was moved by Member Hickman that the Committee of the Full Board recommend that the State Board of Education:*

Approve the Social Studies K – 12 TEKS Review and Revision Process Content Advisor Recommendations: Key Topics and Subtopics.

The motion was adopted as amended 8-5. The amended language is attached to these minutes.

SEE ATTACHMENT COFB 6

Chairman Kinsey adjourned the meeting at 6:23 pm.

**Report of the State Board of Education
Committee on Instruction
Thursday, January 29, 2026**

The State Board of Education Committee on Instruction met at 9:00 a.m. on Thursday, January 29, 2026, in room, #2.029 of the Barbara Jordan Building, 1601 N. Congress Avenue, Austin, Texas.

Present: Audrey Young, chair; Evelyn Brooks, vice chair; Rebecca Bell-Metereau; Pam Little; and Gustavo Reveles

Items were discussed in the following order: 2, 3, 1, 4, 5, 6, 7

DISCUSSION ITEM

1. **Discussion of Review of 19 TAC Chapter 89, Adaptations for Special Populations**
(Board agenda page II-1)

Kristin McGuire, Deputy Commissioner, Special Populations and Student Supports reported that there is a four-year rule review cycle for all state agency rules, including State Board of Education (SBOE) rules. This item presents the review of 19 Texas Administrative Code (TAC) Chapter 89, Adaptations for Special Populations. The rules being reviewed relate to gifted/talented education, Texas certificate of high school equivalency, and special education services and settings.

ACTION ITEM

2. **Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs**
(First Reading and Filing Authorization)
(Board agenda page II-4)

Members of the public provided testimony.

Shannon Trejo, Deputy Commissioner, School Programs, and Monica Martinez, Associate Commissioner, Standards and Programs, reported that the proposed amendment would update the process for review and approval of proposed innovative courses and sunset of existing courses and would update requirements for implementation of approved innovative courses.

MOTION: *It was moved by Member Little that the Committee on Instruction recommend that the State Board of Education:*

Approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs.

The motion was adopted as amended. The amended language is attached to these minutes.

SEE ATTACHMENT COI 1

DISCUSSION ITEM

3. **Discussion of Innovative Course Sunset List Innovative Course Sunset List**
(Board agenda page II-9)

Ms. Martinez discussed the potential sunset of innovative courses that meet certain criteria established in 19 Texas Administrative Code (TAC) §74.27, Innovative Courses and Programs, explaining the items on the list, and the possible outcomes for each course.

ACTION ITEM

4. **Proposed Repeal of 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.4, English Language Proficiency Standards (First Reading and Filing Authorization)**
(Board agenda page II-11)

Jessica Snyder, Senior Division Director, Curriculum Standards and Student Support, noted that the proposed repeal would remove the English Language Proficiency Standards (ELPS) for Kindergarten-Grade 12 in §74.4 that will be superseded by 19 TAC §120.20, English Language Proficiency Standards, Kindergarten-Grade 3, Adopted 2024, and §120.21, English Language Proficiency Standards, Grades 4-12, Adopted 2024, beginning with the 2026-2027 school year.

MOTION: *It was moved by Member Little that the Committee on Instruction recommend that the State Board of Education:*

Suspend the board operating procedures in accordance with §5.2(a) to allow consideration at first reading and filing authorization; and

Approve for first reading and filing authorization proposed repeal of 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.4, English Language Proficiency Standards.

The motion was adopted.

5. **Approval of Updates and Substitutions to Adopted or Approved Instructional Materials**
(Board agenda page II-15)

Amie Phillips, Deputy Director, Instructional Materials Review and Approval, and Colin Dempsey, Senior Division Director, District Operations, Technology, and Sustainability Supports, presented the opportunity for the Board to approve update and/or substitution requests received for State Board of Education (SBOE)-adopted or approved products. The updated content has been posted for public review. Update requests were received from Agile Mind, Inc. for their mathematics materials approved in IMRA Cycle 2024; OpenStax, Rice University, for their mathematics materials approved in IMRA Cycle 2024; Really Great Reading Company for their phonics materials approved in IMRA Cycle 2025; and the Texas Education Agency, Bluebonnet Learning, for their reading language arts and mathematics materials approved in IMRA Cycles 2024 and 2025.

MOTION TO BE CONSIDERED: *It was moved by Member ____ that the Committee on Instruction recommend that the State Board of Education:*

Approve requests to update content previously approved through the IMRA process from:

- *Agile Mind, Inc. to update content in their Texas Algebra I and Texas Algebra II materials;*
- *Just Right Reader, Inc., in their Decodables Plus de Tercer Grado materials for grade 3 Spanish phonics materials;*
- *OpenStax, Rice University in their Algebra I materials;*
- *Really Great Reading Company in their K–2 phonics materials, Countdown Texas Edition, Blast Foundations Texas Edition, and HD Word Texas Edition; and*
- *The Texas Education Agency in their materials for Bluebonnet Learning Secondary Mathematics for grades 6–8, Algebra I, Geometry, Algebra II and grade 6 Spanish mathematics, Bluebonnet Learning Mathematics for grades K–5 English and Spanish mathematics, and Bluebonnet Learning Reading Language Arts for grades K–5 English and Spanish language arts and reading;*

with the requirement that all approved changes be reflected in the digital formats of the materials within 30 days of approval by the SBOE, and that identical updates to print formats be incorporated into the publisher's or manufacturer's next press run.

The motion was adopted.

6. Proposed Amendment to Instructional Materials Contract Between the Texas State Board of Education and William Marsh Rice University (Db a OpenStax)
(Board agenda page II-17)

Ms. Phillips and Mr. Dempsey presented the opportunity for the Board to approve an amendment to the instructional materials contract with William Marsh Rice University (doing business as OpenStax). The amendment would permit the publisher to sell a print version of its previously reviewed and approved digital Algebra I program from IMRA Cycle 2024. Current contract terms and rules prohibit publishers from offering new formats at prices exceeding those in the original agreement.

MOTION: *It was moved by Member Little that the Committee on Instruction recommend that the State Board of Education:*

Approve an amendment to Attachment A in the instructional materials contract with William Marsh Rice University, doing business as OpenStax, to add a printed format of the Algebra I program approved in IMRA Cycle 2024.

The motion was adopted.

7. Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.14, Performance Acknowledgments (First Reading and Filing Authorization)
(Board agenda page II-19)

Members of the public provided testimony.

Monica Martinez, Associate Commissioner, Standards and Programs, presented a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.14, Performance Acknowledgments. The proposed

amendment would align language related to ACT with language related to SAT and add the Classic Learning Test® to appropriate performance acknowledgments.

MOTION: *It was moved by Member Little that the Committee on Instruction recommend that the State Board of Education:*

Approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.14, Performance Acknowledgments.

The motion was adopted as amended 9-2. The amended language is attached to these minutes.

SEE ATTACHMENT COI 2

Chairman Young adjourned the meeting at 12:05 pm.

**Report of the State Board of Education
Committee on School Finance/Permanent School Fund
Thursday, January 29, 2026**

The State Board of Education Committee on School Finance/Permanent School Fund met at 9:00 a.m. on Thursday, January 29, 2026, in room, #2.034 of the Barbara Jordan Building, 1601 N. Congress Avenue, Austin, Texas.

Present: Tom Maynard, chair; Marisa Perez-Diaz, vice chair; Keven Ellis; Will Hickman; and Aaron Kinsey.

ACTION ITEM

1. Proposed Amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide

(First Reading and Filing Authorization)

(Board agenda page III-1)

David Marx, Senior Director, Financial Compliance reported that the proposed amendment would adopt by reference the updated *Financial Accountability System Resource Guide* (FASRG), which includes annual updates and removes information related to the compensatory education allotment. He explained the purpose of the guide, what it includes, why it is being updated, and what aspects are being updated.

MOTION: *It was moved by Member Perez-Diaz that the Committee on School Finance/Permanent School Fund recommend that the State Board of Education:*

Approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide.

The motion was adopted.

2. Proposed Revisions to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter B, Texas Education Agency Audit Functions, §109.25, State Compensatory Education Program Reporting and Auditing System, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract

(First Reading and Filing Authorization)

(Board agenda page III-7)

Mr. Marx explained the proposed revisions to 19 Texas Administrative Code (TAC) Chapter 109, Budgeting, Accounting, and Auditing, Subchapter B, Texas Education Agency Audit Functions, §109.25, State Compensatory Education Program Reporting and Auditing System, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract. Additionally, he explained more about the state compensatory education (SCE) program and its funding, and banking as it relates to the change to the depository contract. Furthermore, Mr. Marx explained how students are identified as economically disadvantaged and how census blocks are used in determining SCE funding and the tier of funding they fall under.

MOTION: *It was moved by Member Perez-Diaz that the Committee on School Finance/Permanent School Fund recommend that the State Board of Education:*

Approve for first reading and filing authorization proposed revisions to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter B, Texas Education Agency Audit Functions, §109.25, State Compensatory Education Program Reporting and Auditing System, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract.

The motion was adopted.

Chairman Maynard adjourned the meeting at 9:13 a.m.

**Report of the State Board of Education
Committee on School Initiatives
Thursday, January 29, 2026**

The State Board of Education Committee on School Initiatives met at 8:20 a.m. on Thursday, January 29, 2026, in room, #2.006 of the Barbara Jordan Building, 1601 N. Congress Avenue, Austin, Texas.

Present: LJ Francis, chair; Julie Pickren, vice chair; Staci Childs Davis; Tiffany Clark, and Brandon Hall.

ACTION ITEM

1. **Recommendation for One Appointment and One Reappointment to the Boys Ranch Independent School District Board of Trustees**
(Board agenda page IV-1)

Christopher Lucas, Director, Research, Policy, and Information Management, Governance asked the Committee to consider one appointment and one reappointment to the board of trustees of Boys Ranch Independent School District (ISD). The appointment is necessary because one trustee has resigned; the reappointment is necessary because one trustee's term of office is expiring.

MOTION: *It was moved by Member Pickren that the Committee on School Initiatives recommend that the State Board of Education:*

Based on Mr. Richard Nedelkoff's recommendation, approve the reappointment of Mr. Joshua Sprock and approve the appointment of Mrs. Kimberly Reeves to serve two-year terms of office from January 30, 2026, to January 29, 2028, on the Boys Ranch ISD Board of Trustees.

The motion was adopted.

DISCUSSION ITEM

2. **Open-Enrollment Charter School Generation 31 Application Updates**
(Board agenda page IV-10)

Marian Schutte, Associate Commissioner, Authorizing and Policy, updated the Committee regarding the Generation 31 Open-Enrollment Charter Application cycle. She reminded the Committee of the Generation 31 goal that the process authorize high-quality charter schools that launch as A or B-rated schools. She reviewed the timeline, noting that the "no-contact" provision ends on April 22. She noted that 18 applications were submitted, and of those, 14 had advanced to the external review process. Of those, 13 are new operators, and 1 is an experienced operator. Seven are returning applicants, while 7 are new applicants. Of the 13, six are located in greater Houston, four in the DFW area, 2 in Austin, and one each in Longview and West Texas.

Ms. Schutte noted that no applications for high-performing entities were received this year.

ACTION ITEM

3. **Review of Adoption of Proposed Revisions to 19 TAC Chapter 231, Requirements for Public School Personnel Assignments, Subchapter A, Criteria for Assignment of Public School Personnel, Subchapter B, Prekindergarten-Grade 6 Assignments, Subchapter C, Grades 6-8 Assignments, Subchapter D, Electives, Disciplinary Courses, Local Credit Courses, and Innovative Courses, Grades 6-12, Subchapter E, Grades 9-12 Assignments, and Subchapter G, Paraprofessional Personnel, Administrators, and Other Instructional and Professional Support Assignments**
(Board agenda page IV-11)

Trenton Law, Director, Educator Credentialing, Educator Preparation and Certification, reported that the proposed revisions would provide requirements related to the criteria for school districts to make personnel assignments based on the correlating certification requirements. He described the changes in the revision.

A member of the public provided testimony.

MOTION: *It was moved by Member Pickren that the Committee on School Initiatives recommend that the State Board of Education:*

Take no action on the proposed revisions to 19 TAC Chapter 231, Requirements for Public School Personnel Assignments, Subchapter A, Criteria for Assignment of Public School Personnel, Subchapter B, Prekindergarten-Grade 6 Assignments, Subchapter C, Grades 6-8 Assignments, Subchapter D, Electives, Disciplinary Courses, Local Credit Courses, and Innovative Courses, Grades 6-12, Subchapter E, Grades 9-12 Assignments, and Subchapter G, Paraprofessional Personnel, Administrators, and Other Instructional and Professional Support Assignments.

The motion was adopted.

DISCUSSION ITEM

4. **Discussion of Ongoing State Board for Educator Certification Activities**
(Board agenda page IV-162)

Jessica McLoughlin, Associate Commissioner, Educator Preparation, Certification, and Enforcement, updated the Committee on current and upcoming State Board for Educator Certification (SBEC) activities and proposed SBEC rules and amendments. She reviewed the SBEC statutory charge and mission, and the rulemaking process. She noted that the December 2025 meeting adopted changes to Chapter 231, which the Committee had reviewed in a previous item. No proposals of note were introduced at that meeting, although a number of items were discussed or taken up which will not require SBOE review.

She noted that the next SBEC meeting would be on February 13, 2026. Information will be posted on the SBEC website.

5. **Committee on School Initiatives Parental Rights Work Group and Parental Rights Handbook Updates**
(Board agenda page IV-164)

Members of the public provided testimony.

Marian Schutte, Associate Commissioner, Authorizing and Policy, and Member Pickren updated the Committee on the progress of the Parental Rights Work Group. Ms. Pickren provided several recommendations, which will be considered at a later time.

- TEA provide an online training formatted according to the framework presented to the Committee on School Initiatives in November 2025.
- The public have access to the training.
- The TEA Commissioner amend charter school rules to require charter school board members to attend the training.

The Parental Rights Work Group framework is attached to these minutes.

Ms. Schutte noted that TEA staff is working with the Work Group to ensure that the Parental Rights Training for School Board Members Handbook is updated in accordance with the guidance from the Parental Rights Work Group.

SEE ATTACHMENT CSI 1

ACTION ITEM

6. **Proposed New 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.4, Parental Rights Training for School Board Members**
(Board agenda page IV-165)

Marian Schutte, Associate Commissioner, Authorizing and Policy, reported that the proposed new rule would reflect changes to the State Board of Education's (SBOE's) duty to provide training courses for independent school district trustees related to parental rights training.

MOTION: *It was moved by Member Pickren that the Committee on School Initiatives recommend that the State Board of Education:*

Approve for first reading and filing authorization proposed new 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.4, Parental Rights Training for School Board Members.

The motion was adopted.

Chairman Francis adjourned the meeting at 10:39 a.m.

Minutes

State Board of Education
Committee of the Full Board

February 25, 2026

**Report of the State Board of Education
Committee of the Full Board
February 25, 2026**

The State Board of Education Committee of the Full Board met at 8:23 a.m. on Wednesday, February 25, 2026, in Room 2.035 of the Barbara Jordan Building, 1601 N. Congress Avenue, Austin, Texas.

Present: Aaron Kinsey, chair; LJ Francis; Julie Pickren; Audrey Young; Keven Ellis; Tom Maynard; Brandon Hall; Pam Little; Evelyn Brooks

Participating online: Gustavo Reveles; Marisa B. Perez-Diaz; Staci Childs; Will Hickman; Tiffany Clark

ACTION ITEMS

- 1. Consideration of Removal of Instructional Materials from the List of Rejected Instructional Materials**
(Board agenda page I-1)

Members of the public provided testimony.

Colin Dempsey, Senior Division Director, District Operations, Technology, and Sustainability Supports, asked the Board to remove instructional materials from the List of Rejected Instructional Materials when a publisher has submitted a revised set of instructional materials for review.

MOTION: It was moved by Member Ellis that the Committee of the Full Board recommend that the State Board of Education:

Remove Kiddom, Inc. 's, Texas Math: Grade 6 Powered by Kiddom (ISBN 9798894308951), and Texas Math: Algebra 1 Powered by Kiddom (ISBN 9798894309101) programs from the List of Rejected Instructional Materials.

The motion was adopted.

- 2. Approval of Updates to Approved Instructional Materials**
(Board agenda page I-3)

Colin Dempsey, Senior Division Director, District Operations, Technology, and Sustainability Supports, asked the Board to approve update requests in instructional materials previously reviewed and approved by the SBOE.

MOTION: It was moved by Member Little that the Committee of the Full Board recommend that the State Board of Education:

Approve requests to update content previously approved through the IMRA process from the Texas Education Agency in their materials for:

- *Bluebonnet Learning Secondary Mathematics for grades 6–8, Algebra I, Geometry, Algebra II and grade 6 Spanish mathematics;*
- *Bluebonnet Learning Mathematics for grades K–5 English and Spanish mathematics; and*
- *Bluebonnet Learning Reading Language Arts for grades K–5 English and Spanish language arts and reading;*

with the requirement that all approved changes be reflected in the digital formats of the materials within 30 days of approval by the SBOE, and that identical updates to print formats be incorporated into the publisher's or manufacturer's next press run.

The motion was adopted 8-6.

DISCUSSION ITEMS

3. Public Hearing on Proposed New Texas Essential Knowledge and Skills for Social Studies

(Board agenda page I-5)

Members of the public provided testimony.

4. Discussion of Proposed New Texas Essential Knowledge and Skills for Social Studies

(Board agenda page I-8)

Shannon Trejo, Deputy Commissioner, Office of School Programs, presented work group draft recommendations for proposed new TEKS for social studies. The proposed new TEKS would update the social studies standards and comply with recent statutory changes.

ACTION ITEMS

5. Approval of Required Civics Training Program

(Board agenda page I-200)

Members of the public provided testimony.

Shannon Trejo, Deputy Commissioner, Office of School Programs, asked the Board to approve content for the required civics training program. As required by Senate Bill 3, 87th Texas Legislature, Second Called Session, 2021, the State Board of Education must review and approve each civics training program developed by the Texas Education Agency.

MOTION: It was moved by Member Little that the Committee of the Full Board recommend that the State Board of Education:

Approve the content for the required civics training program for elementary school teachers and administrators.

The motion was adopted 9-4.

6. Approval of Required Parental Rights Training for District Trustees
(Board agenda page I-511)

Members of the public provided testimony.

Marian Schutte, Associate Commissioner, Authorizing and Policy, answered questions about the parental rights training curriculum.

MOTION: It was moved by Member Ellis that the Committee of the Full Board recommend that the State Board of Education:

Postpone consideration of this item to the regularly scheduled April SBOE meeting.

The motion was adopted.

The meeting adjourned at 6:25 pm.

